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ABSTRACT

This study investigated the impact of school counseling services on students at four Latino plurality high schools in Chicago, Illinois. From 2001-2002, principals, counselors, and students at the four high schools completed surveys. A sub-group of diverse students completed focus groups, and counselors completed interviews. Findings from a total of 4,211 student surveys indicated that a significant percentage of counselors were not providing basic services to students. Findings varied by school, race/ethnicity, grade level, and grade point average (GPA). Asian and Caucasian students consistently received more services from their counselors than did students from the other racial/ethnic groups. Asian students received the most services, and Latino students and students of mixes ethnicity consistently received the least. Ninth graders consistently received the least amount of services from their counselors, while twelfth graders consistently received the most. Students who did not know their GPA received the least services from their counselor, and students with a GPA from 1.76-2.25 received the most services. Regardless of level of services, most students rated their school's counseling services as fair or good. Recommendations include that counselors be assigned to students from only one or two grade levels, schools find additional resources to hire more counselors, and the role of advisories be reexamined. (SM)

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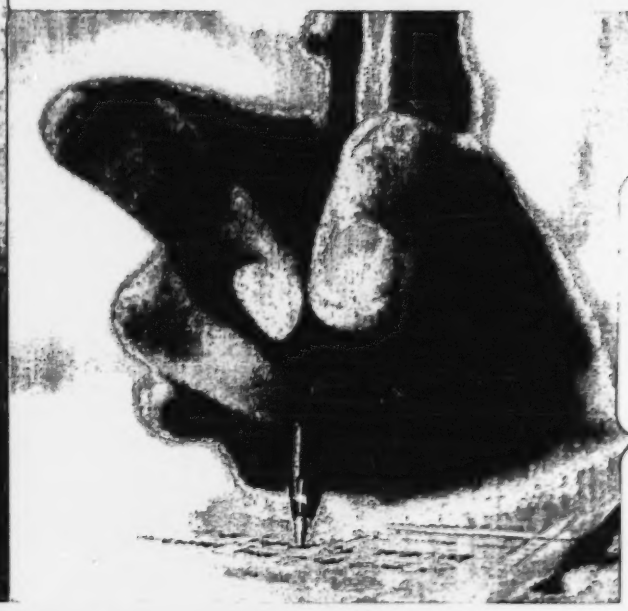

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ASPIRA created the Chicagoland Latino Educational Research Institute in April of 2001 with initial support from The Joyce Foundation. CLERI is a research center focusing on the educational challenges facing Latino youth in Chicagoland. The purpose of CLERI is to provide the education policymaking and advocacy community with comprehensive and continuous research and policy analyses on issues affecting the education of Latino youth in Chicagoland.

February 2003

Aspira Inc. of Illinois/
Chicagoland Latino Educational Research Institute (CLERI)
2435 North Western Avenue
Chicago, Illinois 60647
Telephone: (773) 252-0970
Fax: (773) 252-0994
http://il.aspira.org/cleri.htm

Chicagoland Latino Educational Research Institute
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An Evaluation of the Counseling Services at Four Latino Plurality High Schools in the Chicago Public Schools

February 2003

Virginia Valdez
Director
Chicagoland Latino Educational Research Institute (CLERI)
At Aspira Inc. of Illinois

José E. Rodriguez
President/CEO
Aspira Inc. of Illinois

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Author

Virginia Valdez is the Director of the Chicagoland Latino Educational Research Institute (CLERI) at Aspira Inc. of Illinois (ASPIRA). Ms. Valdez received her Master's degree in Public Policy from the John F. Kennedy School of Government at Harvard University and her Bachelor of Science degree in Foreign Service from the Edmund A. Walsh School of Foreign Service at Georgetown University. Upon completion of the Woodrow Wilson Program in Public Policy and International Affairs at Princeton University, she became a Woodrow Wilson Fellow in Public Policy and International Affairs. Prior to ASPIRA, Ms. Valdez worked as the State Fiscal Policy Analyst in the Public Resource Equity Program at the Mexican American Legal Defense and Educational Fund (MALDEF). At ASPIRA and MALDEF, Ms. Valdez has written and/or contributed to several research reports on issues, ranging from overcrowding to access to magnet schools, that affect the education of Latino youth. Prior to MALDEF, she worked as a Budget Analyst in the Budget and Capital Finance Department at the Chicago Transit Authority.

Executive Summary

The dropout rate for Latino students is in a state of crisis. In 2000, Latinos had a dropout rate of 28%[1]. In the same year, African Americans had a dropout rate of 13% and Caucasians had a dropout rate of 7%[2]. In other words, Latinos had a dropout rate twice as high as African Americans and four times higher than Caucasians. In addition, 44% of Latino 16- through 24- year olds born outside of the United States were high school dropouts[3].

There are many factors that contribute to students dropping out of school. Among those factors are enrollment below grade level, poor academic performance, low attendance, pregnancy, involvement in gangs and other criminal activities, obtaining employment to support the family, lack of role models and mentors, and inadequate counseling services.

In an effort to help high schools create more effective tools to decrease the dropout rate among Latino students, the Chicagoland Latino Educational Research Institute (CLERI) at Aspira Inc. of Illinois (ASPIRA) took the initiative of conducting a research project focusing on the level of counseling services students receive at four Latino plurality high schools within the Chicago Public Schools (CPS). The high schools that participated in the research project are located in regions 1, 2, 5 and 6. The average number of students at the high schools was 1,690. The average percentage of Latino students at the high schools was 67%. The average number of counselors at the high schools was five. The average counselor to student ratio was 1 to 389.

CLERI chose to focus on counseling services because counselors play a critical role in identifying potential dropouts and providing or directing those students to services that will prevent them from dropping out of school. In other words, counseling services has a significant impact on whether a student falls through the cracks and drops out of school or successfully graduates from high school and pursues postsecondary education. Thus, counselors are instrumental in any dropout prevention program.

Purpose of the Report

The goal of the research project is to identify the challenges in the counseling services being rendered at the four participating high schools from the students' perspective. This report presents the major findings from the research project and provides recommendations on addressing the challenges in the counseling services.

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[1] National Center for Education Statistics, Dropout Rates in the United States: 2000 [online: web]. URL: http://nces.ed.gov/pubs2002/droppub_2001/7.asp?nav=1#16

[2] Ibid.

[3] National Center for Education Statistics, Dropout Rates in the United States: 2000 [online: web]. URL: http://nces.ed.gov/pubs2002/droppub_2001/8.asp?nav=1

Major Findings and Conclusions

The findings from a total of 4,211 student surveys indicated that a significant percentage of the counselors at the four high schools were not providing the basic services to students. For example, 40% of the students had not met with their counselor by the time they completed the survey, which was from late winter through late spring of the school year 2001-2002. Only 42% of the students indicated that their counselor had given them information regarding their graduation requirements and 30% of the students indicated that their counselor had helped them with their course selection.

The finding varied by school, race/ethnicity, grade level, and grade point average (GPA). Overall, the findings showed that the counselors from Schools 1 and 2 consistently provided more services to their students than counselors from Schools 3 and 4. Counselors from School 2 provided the most services. Counselors from School 4 provided the least services to their students. It should be noted that the counselor to student ratios at Schools 3 and 4 were significantly higher than at Schools 1 and 2. School 1 had the lowest counselor to student ratio (1:306) among the four high schools. School 4 had the highest counselor to student ratio (1:515) among the four high schools.

The findings by race indicated that Asian and Caucasian students consistently received more services from their counselor than the other racial/ethnic groups. Asian students received the most services. On the other hand, Latino students and students of mixed race/ethnicity consistently received less services from their counselor than the other racial/ethnic groups. Latino students received the least services from their counselor.

The findings by grade level indicated that ninth graders consistently received the least amount of services from their counselor while twelve graders consistently received the most services from their counselor. The findings by GPA indicated that students who did not know their GPA received the least services from their counselor and students who had a GPA between 1.76—2.25 received the most services from their counselor.

Regardless of the level of services, the majority of students rated their school's counseling services as fair or good. The answer that received the highest selection rate (38%) was "fair". There was no significant difference in the way students responded by school, race/ethnicity, grade level, and GPA.

Recommendations

In light of the feedback from students and counselors, CLERI recommends the following actions to address some of the challenges in the counseling services:

- Counselors should be assigned to students from only one or two grade levels.
- Students must be informed of the responsibilities of their counselors and counselors must be provided with a clear and comprehensive job description.

- Counselors must be completely relieved from duties that are not related to their work.
- Schools must find additional resources to hire more counselors.
- Schools must analyze the quality of the space provided to the counselors.
- The role of advisories must be re-examined.
- Communication between counselors, teachers, and administrators must be improved.
- Counselors must receive more professional training and development.

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Introduction

Demographic trends in Chicago and nationwide indicate that the only group of students who will grow at a steady and significant pace over the next five to ten years are Latino students. Unfortunately, while the Latino student population continues to grow, the educational attainment of Latinos continues to lag behind other racial/ethnic groups. In 2000, the graduation rate for Latinos in Illinois was 57%[1]. In comparison, the graduation rate for Caucasians was 86%[2].

According to the National Center for Education Statistics, Latino students have the highest dropout rate among racial/ethnic groups. In 2000, Latinos had a dropout rate of 28%[3]. In the same year, African Americans had a dropout rate of 13% and Caucasians had a dropout rate of 7%[4]. In other words, Latinos had a dropout rate twice as high as African Americans and four times higher than Caucasians. In addition, 44% of Latino 16- through 24- year olds born outside of the United States were high school dropouts[5].

There are several factors that contribute to students dropping out of school. Among those factors are enrollment below grade level, poor academic performance, low attendance, pregnancy, involvement in gangs and other criminal activities, obtaining employment to support the family, lack of role models and mentors, and inadequate counseling services.

Purpose of this Report

The dropout rate among Latino students has been in crisis proportion for the last 29 years and continues to be today[6]. In an effort to help high schools create more effective tools to decrease the dropout rate among Latino students, the Chicagoland Latino Educational Research Institute (CLERI) at Aspira Inc. of Illinois (ASPIRA) took the initiative of conducting a research project focusing on the level of counseling services students receive at four Latino plurality high schools within the Chicago Public Schools (CPS). The high schools that participated in the research project are located in regions 1, 2, 5 and

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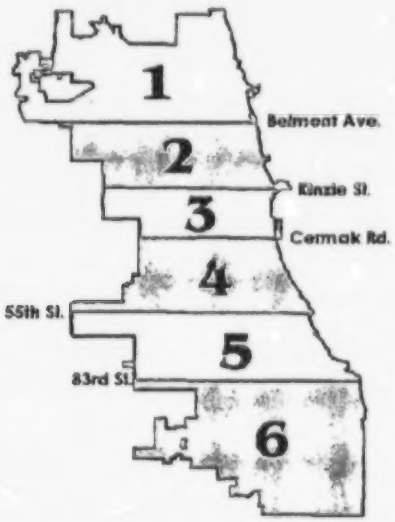
[1] Andrew Herrmann, "Illinois graduation rate 77%," Chicago Sun-Times, 23 November 2002, Metro section.
[2] Ibid.
[3] National Center for Education Statistics, Dropout Rates in the United States: 2000 [online: web]. URL: http://nces.ed.gov/pubs2002/droppub_2001/7.asp?nav=1#16
[4] Ibid.
[5] National Center for Education Statistics, Dropout Rates in the United States: 2000 [online: web]. URL: http://nces.ed.gov/pubs2002/droppub_2001/8.asp?nav=1
[6] According to the National Center for Education Statistics, Latinos have the highest dropout rate (28% in 2000). From 1972 to 2000, the percentage of Latinos who dropped out of school has remained higher than that of Caucasians and African Americans. National Center for Education Statistics, Dropout Rates in the United States: 2000 [online: web]. URL: http://nces.ed.gov/pubs2002/droppub_2001/7.asp?nav=1#16

6. It should be noted that CPS is divided into six regions from north to south for administrative purposes. Schools in Region 1 are located between the farthest north part of Chicago and Belmont Avenue. Schools in Region 2 are located between Belmont Avenue and Kinzie Street. Schools in Region 3 are located between Kinzie Street and Cermak Road. Schools in Region 4 are located between Cermak Road and 55th Street. Schools in Region 5 are located between 55th Street and 83rd Street. Schools in Region 6 are located between 83rd Street and the farthest south part of Chicago. Below is a map of the six regions.



CLERI chose to focus on counseling services because counselors play a critical role in identifying potential dropouts and providing or directing those students to services that will prevent them from dropping out of school. In other words, counseling services has a significant impact on whether a student falls through the cracks and drops out of school or successfully graduates from high school and pursues postsecondary education. Thus, counselors are instrumental in any dropout prevention program.

The goal of the research project is to identify the challenges in the counseling services being rendered at the four participating high schools from the students' perspective. This report presents the major findings from the research project and provides recommendations on addressing the challenges in the counseling services.

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Methodology Used for this Report

CLERI initiated this research project in the spring of 2001. For this research project, CLERI identified all the Latino plurality high schools within CPS using student racial/ethnic data from school year 2000-2001[7]. After identifying the high schools, CLERI eliminated all the high schools with a student enrollment of less than 1,000 students to ensure that high schools were comparable in size and services. CLERI also eliminated high schools with low dropout rates, high graduation rates and high student academic achievement. As a result, a total of 16 high schools remained.

In the fall of 2001, CLERI invited the 16 high schools to participate in its research project. Out of the 16 high schools, only four high schools agreed to participate in the research project. The participating high schools are from regions 1, 2, 5, and 6. The average number of students at the high schools was 1,690. The average number of counselors at the high schools was five. The average counselor to student ratio was 1 to 389.

For the research project, CLERI gave the principals, counselors, and students of the participating high schools surveys to complete from the winter of 2001 through the spring of 2002. Surveys in English and Spanish were given to all students only one day during their advisory period. In addition, student focus groups and interviews with counselors were conducted at one school. Twenty-nine students of diverse racial/ethnic backgrounds and from different grade levels participated in the focus groups. Three counselors were interviewed.

This report only represents the major findings from the student surveys. A total of 4,211 students from the four high schools completed the survey, which consisted of 55 questions. The results from the principal and counselor surveys, student focus groups, and counselor interviews were taken into consideration when developing the "Recommendations" section.

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[7] The data came from the Student Racial/Ethnic Survey Reported As Of September 30, 2000, which is produced by the Department of Compliance at the Chicago Public Schools.

Questions and Findings

In order to identify the challenges in the counseling services, four Latino plurality high schools participated in the research project. The high schools that participated in the research project are located in regions 1, 2, 5 and 6. The average number of students at the high schools was 1,690. The average percentage of Latino students at the high schools was 66.6%. The average number of counselors at the high schools was five. The average counselor to student ratio was 1 to 389.

For the research project, students were asked to complete a survey consisting of 55 questions. There was a total of 6,760 students at the four high schools. A total of 4,211 students completed the survey. In other words, 62.3% of all the students completed the survey. Nevertheless, the survey completion rates varied from school to school and ranged from 32.6% to 84.1%.

Although the 55 questions are all important, this report only includes findings directly related to counseling services. Thus, not all of the survey questions and findings will be presented. However, this report provides comparative analyses by school, race, grade level and grade point average for a more comprehensive picture.

It should be noted that the total number of students who responded to each question does not equal 4,211 because some students either provided invalid responses or did not provide a respond. Thus, the following tables only show valid responses. Also, the percentages shown in the tables may not equal 100.0% due to rounding.

What were the characteristics of the students who responded?

Race/Ethnicity and Other Related Information

Out of the 4,211 students who completed the survey, 4,186 students provided information on their race/ethnicity. Out of the 4,186 students, 12.9% were Caucasian, 13.0% were African American, 62.6% were Latino, 5.2% were Asian, 4.9% were from other racial/ethnic groups, and 1.4% were from mixed racial/ethnic groups.

A total of 4,170 students provided information on their first language. English was the first language for 50.6% of the students. This means that English was the first language for the majority of the students. Spanish was the first language for 36.5% of the students. Chinese was the first language for 2.2% of the students. Polish was the first language for 1.9% of the students. The remaining 8.8% of the students indicated "other" as their first language.

A total of 4,077 students provided information on whether or not they were in a bilingual or English as a Second Language (ESL) program. Of the respondents, 30.4% indicated that they were not eligible for the program because English was their first language. The remaining 56.2% indicated that they were not in a program, and 13.4% indicated that they were in a program.

Students were also asked if they had a bilingual counselor. Out of the 4,054 students who responded, 74.1% indicated that they did not have a bilingual counselor. The remaining 25.9% indicated that they did have a bilingual counselor.

Grade Level

A total of 4,204 students provided information on their grade level. Out of those who responded, 32.2% were in ninth grade, 27.6% were in tenth grade, 22.0% were in eleventh grade and 18.2% were in twelve grade.

Failure Rate

A total of 4,183 students indicated whether or not they had failed a grade. Of those who provided this information, 78.6% indicated they had not failed a grade and 21.4% indicated they failed a grade. The failure rate did not change dramatically at three high schools. School 1 had a failure rate of 22.8%. School 2 had a failure rate of 18.6%. School 4 had a failure rate of 19.5%. However, School 3 had the highest failure rate, which was 28.6%. The failure rate among racial/ethnic groups varied. Asians had the lowest failure rate at 13.4% and Latinos and those are mixed race/ethnicity had the highest failure rates (23.7% and 29.8%, respectively). The failure rate for those of other racial/ethnic groups averaged at 17.7%.

The failure rate by grade level did not change significantly, ranging from a low of 18.8% for twelve graders to a high of 23.4% for tenth graders. The failure rate was consistent with grade point averages. Students who did not know their grade point average (GPA) had failed a grade at a rate of 27.6%. Students with a GPA between 0-1.75 had failed a grade at a rate of 49.6%. Students with a GPA between 1.76-2.25 had failed a grade at a rate of 29.7%. Students with a GPA between 2.26-2.75 had failed a grade at a rate of 13.6%. Students with a GPA between 2.76-4.00 had failed a grade at a rate of 5.6%.

Grade Point Average

A total of 4,127 students provided information regarding their GPA. Of those students, 51.6% indicated that they did not know their GPA, 3.2% indicated their GPA was between 0-1.75, 8.6% indicated their GPA was between 1.76-2.25, 9.6% indicated their GPA was between 2.26-2.75, and 26.9% indicated their GPA was between 2.76-4.00. Thus, the majority of students did not know their GPA.

At the school level, 28.3% of students in School 1 did not know their GPA. The other schools had significantly higher percentages of students who did not know their GPA. For example, 53.1% of students at School 2, 77.0% of students at School 3, and 56.6% of students at School 4 did not know their GPA.

		GPA					Total
		Don't know	0-1.75	1.76-2.25	2.26-2.75	2.76-4.00	
School	School 1	28.3%	7.0%	14.3%	13.8%	36.6%	100.0%
	School 2	53.1%	1.9%	6.9%	9.1%	28.9%	100.0%
	School 3	77.0%	2.3%	3.8%	4.1%	12.8%	100.0%
	School 4	56.6%	1.6%	8.3%	9.7%	23.8%	100.0%

A total of 4,103 students provided information on both their GPA and race/ethnicity. The majority of Latino students and students of mixed race/ethnicity (60.0% and 62.5%, respectively) did not know their GPA. In comparison, only 19.3% of Asians and 35.3% of Caucasians did not know their GPA.

		GPA					Total
		Don't know	0-1.75	1.76-2.25	2.26-2.75	2.76-4.00	
Race/Ethnicity	White/Caucasian	35.3%	2.6%	11.2%	10.7%	40.2%	100.0%
	African American	44.9%	3.9%	10.1%	15.5%	25.6%	100.0%
	Hispanic/Latino	60.0%	2.9%	7.5%	8.1%	21.6%	100.0%
	Asian	19.3%	4.1%	6.0%	12.4%	58.3%	100.0%
	Other	39.6%	5.4%	13.4%	7.9%	33.7%	100.0%
	Mixed	62.5%	1.8%	8.9%	12.5%	14.3%	100.0%

A total of 4,121 students provided information on both their GPA and grade level. The majority of ninth and tenth graders (78.7% and 53.6%, respectively) did not know their GPA.

		GPA					Total
		Don't know	0-1.75	1.76-2.25	2.26-2.75	2.76-4.00	
Grade Level	9	78.7%	1.8%	3.4%	3.7%	12.3%	100.0%
	10	53.6%	3.0%	6.7%	9.6%	27.1%	100.0%
	11	36.2%	4.2%	13.3%	13.6%	32.8%	100.0%
	12	20.0%	4.5%	15.0%	15.2%	45.3%	100.0%

Enrollment in Advanced Placement or Honors Classes

A total of 4,155 students provided information on whether or not they were enrolled in Advanced Placement (AP) or Honors classes. Of the 4,155 students, 67.9% indicated that they were not taking any AP or Honors classes and 32.1% indicated that they were taking these classes. The responses did not vary significantly from school to school.

The responses varied significantly by race/ethnicity, grade level, and GPA. The tables that follow provide more details. Overall, Latino students and students of mixed race/ethnicity had the lowest enrollment rates (26.9% and 28.1%, respectively). Twelve graders and students with a GPA between 2.76-4.00 had the highest enrollment rates.

Enrollment by Race/Ethnicity				
		Enrollment in AP or Honors Classes		Total
		No	Yes	
Race/Ethnicity	White/Caucasian	58.5%	41.5%	100.0%
	African American	65.4%	34.6%	100.0%
	Hispanic/Latino	73.1%	26.9%	100.0%
	Asian	42.1%	57.9%	100.0%
	Other	59.6%	40.4%	100.0%
	Mixed	71.9%	28.1%	100.0%
Total	Number of Respondents	2,809	1,325	4,134
	Percentage	67.9%	32.1%	100.0%

Enrollment by Grade Level				
		Enrollment in AP or Honors Classes		Total
		No	Yes	
Grade Level	9	80.1%	19.9%	100.0%
	10	66.6%	33.4%	100.0%
	11	62.1%	37.9%	100.0%
	12	55.7%	44.3%	100.0%
Total	Number of Respondents	2,816	1,332	4,148
	Percentage	67.9%	32.1%	100.0%

Enrollment by GPA				
		Enrollment in AP or Honors Classes		Total
		No	Yes	
GPA	Don't Know	82.2%	17.8%	100.0%
	0-1.75	85.5%	14.5%	100.0%
	1.76-2.25	81.3%	18.7%	100.0%
	2.26-2.75	68.4%	31.6%	100.0%
	2.76-4.00	33.9%	66.1%	100.0%
Total	Number of Respondents	2,774	1,319	4,093
	Percentage	67.8%	32.2%	100.0%

How many times have you met with your counselor this year?

Of the 4,211 students who completed the survey, 4,179 students responded to this question. Of those who responded, 39.9% responded that they had not met with their counselor while 48.1% responded that they had met with their counselor one to three times and 12.0% indicated they had met with their counselor four or more times.

The results varied significantly by school, race/ethnicity, grade level, and GPA. At School 1, 32.9% of the students had not met with their counselor. In comparison, 30.0% of students at School 2, 56.3% of students at School 3 and 49.0% of students at School 4 had not met with their counselor.

Analysis by School					
		Number of times met with counselor			Total
		0 times	1-3 times	4 or more times	
School	School 1	32.9%	47.5%	19.6%	100.0%
	School 2	30.0%	58.4%	11.6%	100.0%
	School 3	56.3%	35.7%	7.9%	100.0%
	School 4	49.0%	43.2%	7.8%	100.0%
Total	Number of Respondents	1,668	2,010	501	4,179
	Percentage	39.9%	48.1%	12.0%	100.0%

A total of 4,154 students identified their race/ethnicity and indicated the number of times they met with their counselor. The table demonstrates that the highest percentage of students who had not met with their counselor were Latino students and students of mixed race/ethnicity. In comparison, the lowest percentage of students who had not met with their counselor were Caucasian and Asian students.

Analysis by Race/Ethnicity					
		Number of times met with counselor			Total
		0 times	1-3 times	4 or more times	
Race/Ethnicity	White/Caucasian	29.5%	54.0%	16.4%	100.0%
	African American	37.8%	49.8%	12.4%	100.0%
	Hispanic/Latino	43.5%	46.9%	9.6%	100.0%
	Asian	27.5%	43.6%	28.9%	100.0%
	Other	37.1%	51.2%	11.7%	100.0%
	Mixed	43.1%	46.6%	10.3%	100.0%
Total	Number of Respondents	1,653	2,003	498	4,154
	Percentage	39.8%	48.2%	12.0%	100.0%

A total of 4,172 students identified their grade level and indicated the number of times they met with their counselor. The following table demonstrates that the highest percentage of students who had not met with their counselor were ninth graders. In comparison, the lowest percentage of students who had not met with their counselor were twelve graders.

Analysis by Grade Level					
		Number of times met with counselor			Total
		0 times	1-3 times	4 or more times	
Grade Level	9	56.9%	37.8%	5.3%	100.0%
	10	44.4%	47.0%	8.6%	100.0%
	11	31.4%	59.2%	9.3%	100.0%
	12	13.3%	54.4%	32.2%	100.0%
Total	Number of Respondents	1,666	2,006	500	4,172
	Percentage	39.9%	48.1%	12.0%	100.0%

A total of 4,113 students identified their GPA and indicated the number of times they met with their counselor. The table demonstrates that students who did not know their GPA met with their counselor the least whereas students with the highest GPAs met with their counselor the most number of times (four or more times).

Analysis by GPA					
		Number of times met with counselor			Total
		0 times	1-3 times	4 or more times	
GPA	Don't Know	49.0%	42.9%	8.1%	100.0%
	0-1.75	30.0%	53.8%	16.2%	100.0%
	1.76-2.25	24.7%	59.3%	16.0%	100.0%
	2.26-2.75	29.9%	56.5%	13.6%	100.0%
	2.76-4.00	31.3%	51.2%	17.5%	100.0%
Total	Number of Respondents	1,632	1,983	498	4,113
	Percentage	39.7%	48.2%	12.1%	100.0%

How many times have you met with your counselor since you entered high school?

Out of the 4,211 students who completed the survey, 4,170 students responded to this question. Of those who responded, 26.6% responded that they had never met with their counselor while 38.2% responded that they had met with their counselor one to three times. The remaining 20.9% responded they had met with their counselor four to eight times, 7.9% responded they had met with their counselor nine to twelve times, and 6.4% indicated they had met with their counselor more than fourteen times since they entered high school.

The results varied significantly by school, race/ethnicity, grade level, and GPA. At School 1, 23.7% of the students had never met with their counselor since entering high school. In comparison, 15.0% of students at School 2, 47.2% of students at School 3 and 31.5% of students at School 4 had not met with their counselor since entering high school.

Analysis by School							
		Number of times met with counselor since entered high school					Total
		0	1-3	4-8	9-12	More than 14	
School	School 1	23.7%	34.6%	20.9%	10.5%	10.4%	100.0%
	School 2	15.0%	39.6%	28.8%	10.6%	6.1%	100.0%
	School 3	47.2%	32.6%	12.1%	3.4%	4.7%	100.0%
	School 4	31.5%	43.0%	16.6%	4.8%	4.1%	100.0%
Total	Number of Respondents	1,109	1,591	873	329	268	4,170
	Percentage	26.6%	38.2%	20.9%	7.9%	6.4%	100.0%

A total of 4,154 students identified their race/ethnicity and indicated the number of times they met with their counselor since entering high school. The table demonstrates that the highest percentage of students who had not met with their counselor since entering high school were Latino students and students of mixed race/ethnicity. In comparison, the lowest percentage of students who had not met with their counselor since entering high school were Caucasian and Asian students.

Analysis by Race							
		Number of times met with counselor since entered high school					Total
		0	1-3	4-8	9-12	More than 14	
Race/ Ethnicity	White/Caucasian	17.3%	37.1%	25.7%	12.0%	7.9%	100.0%
	African American	22.0%	39.3%	21.8%	9.4%	7.6%	100.0%
	Hispanic/Latino	30.6%	39.0%	19.0%	6.5%	4.9%	100.0%
	Asian	16.1%	26.7%	29.5%	10.6%	17.1%	100.0%
	Other	21.5%	40.0%	22.9%	9.3%	6.3%	100.0%
	Mixed	33.3%	36.8%	17.5%	5.3%	7.0%	100.0%
Total	Number of Respondents	1,101	1,583	868	329	264	4,145
	Percentage	26.6%	38.2%	20.9%	7.9%	6.4%	100.0%

A total of 4,163 students identified their grade level and indicated the number of times they met with their counselor since entering high school. The table demonstrates that the majority of ninth graders had not met with their counselor. However, as students progressed from grade level to grade level, they met with their counselor more often. Since entering high school, the majority of twelve graders had met with their counselor at least once. Unfortunately, the majority of them had only met with their counselor less than eight times by the middle of their senior year.

Analysis by Grade Level							
		Number of times met with counselor since entered high school					Total
		0	1-3	4-8	9-12	More than 14	
Grade Level	9	53.5%	38.9%	5.1%	1.0%	1.5%	100.0%
	10	22.5%	47.6%	20.8%	5.0%	4.2%	100.0%
	11	11.3%	38.8%	33.9%	10.3%	5.7%	100.0%
	12	3.8%	21.4%	33.7%	21.7%	19.4%	100.0%
Total	Number of Respondents	1,108	1,586	873	329	267	4,163
	Percentage	26.6%	38.1%	21.0%	7.9%	6.4%	100.0%

A total of 4,106 students identified their GPA and indicated the number of times they met with their counselor. The table demonstrates that students who did not know their GPA met with their counselor the least. The number of times that students who knew their GPA, regardless of their GPA, did not vary drastically.

Analysis by GPA							
		Number of times met with counselor since entered high school					Total
		0	1-3	4-8	9-12	More than 14	
GPA	Don't Know	37.3%	39.7%	14.7%	4.2%	4.1%	100.0%
	0-1.75	17.7%	33.1%	24.6%	12.3%	12.3%	100.0%
	1.76-2.25	12.5%	33.2%	31.5%	13.4%	9.4%	100.0%
	2.26-2.75	13.8%	38.7%	27.1%	12.3%	8.0%	100.0%
	2.76-4.00	15.6%	37.2%	27.1%	11.3%	8.8%	100.0%
Total	Number of Respondents	1,084	1,566	864	326	266	4,106
	Percentage	26.4%	38.1%	21.0%	7.9%	6.5%	100.0%

Is your counselor available whenever you need to see him or her?

Of the 4,211 students who completed the survey, 4,060 responded to this question. Of those students, 56.3% indicated that their counselor was available whenever they needed to see him or her and 43.7% indicated the contrary. The results did not vary significantly from Schools 1 through 3 (an average of 59.4% indicated their counselor was accessible). However, the majority of students who responded from School 4 (51.9%) indicated that their counselor was not accessible.

The results varied by race/ethnicity, grade level, and GPA. Overall, more students who identified themselves as "other" indicated that their counselor was not accessible than any other racial/ethnic group as demonstrated in the following table.

Analysis by Race				
		Is your counselor available?		Total
		No	Yes	
Race/Ethnicity	White/Caucasian	43.6%	56.4%	100.0%
	African American	41.5%	58.5%	100.0%
	Hispanic/Latino	43.9%	56.1%	100.0%
	Asian	39.7%	60.3%	100.0%
	Other	53.2%	46.8%	100.0%
	Mixed	37.7%	62.3%	100.0%
Total	Number of Respondents	1,765	2,272	4,037
	Percentage	43.7%	56.3%	100.0%

A total of 4,053 students identified their grade level and indicated whether or not their counselor was accessible. The following table demonstrates that students in twelve grade indicated more than any other group of students that their counselor was not accessible. In fact, the majority of twelve graders indicated that their counselor was not accessible. As students progressed from grade level to grade level, their counselors were less and less accessible.

Analysis by Grade Level				
		Is your counselor available?		Total
		No	Yes	
Grade Level	9	34.8%	65.2%	100.0%
	10	45.3%	54.7%	100.0%
	11	47.9%	52.1%	100.0%
	12	51.2%	48.8%	100.0%
Total	Number of Respondents	1,770	2,283	4,053
	Percentage	43.7%	56.3%	100.0%

A total of 3,999 students identified their GPA and indicated whether or not their counselor was accessible. The table demonstrates that students with the lowest GPAs indicated the most that their counselor was not accessible. Students who did not know their GPA were the least likely among the group to indicate that their counselor was not accessible.

Analysis by GPA				
		Is your counselor available?		Total
		No	Yes	
GPA	Don't Know	40.7%	59.3%	100.0%
	0-1.75	50.0%	50.0%	100.0%
	1.76-2.25	49.3%	50.7%	100.0%
	2.26-2.75	43.1%	56.9%	100.0%
	2.76-4.00	47.2%	52.8%	100.0%
Total	Number of Respondents	1,750	2,249	3,999
	Percentage	43.8%	56.2%	100.0%

If your counselor is not available, are you able to arrange a meeting with him or her?

Of the 4,211 students who completed the survey, 3,964 responded to this question. Of those students, 75.6% indicated that they were able to arrange a meeting with their counselor and 24.4% indicated that they were not. When the data was analyzed by school, race/ethnicity, grade level and GPA, over 70% of all the respondents indicated that they were able to arrange a meeting with their counselor.

If your counselor makes an appointment for you to see him or her, do you go to the appointment?

A total of 4,091 responded to this question. Of those students, 88.8% responded that they attended appointments with their counselor and 11.2% indicated that they did not. When the data was analyzed by school, race/ethnicity, and GPA, over 80% of all the respondents indicated that they attended appointments with their counselor. When the data was analyzed at the school level, over 90% of the students from Schools 1 and 2 and over 80% of the students from Schools 3 and 4 indicated that they attended their appointment with their counselor.

When the data was analyzed by race/ethnicity, over 90% of Caucasians and Asians and over 80% of the other racial/ethnic groups indicated that they attended their appointment with their counselor. Over 80% of the ninth and tenth graders and over 90% of the eleventh and twelve graders indicated that they attended their appointment with their counselor.

The responses varied significantly by GPA. A total of 4,016 students, who identified their GPA, responded to this question. Of those students, over 70% from each group responded that they attended their appointment with their counselor. The percentages varied by GPA as demonstrated in the table below.

Analysis by GPA				
		Do you go to the appointment?		Total
		No	Yes	
GPA	Don't Know	13.3%	86.7%	100.0%
	0-1.75	27.8%	72.2%	100.0%
	1.76-2.25	11.2%	88.8%	100.0%
	2.26-2.75	7.2%	92.8%	100.0%
	2.76-4.00	6.2%	93.8%	100.0%
Total	Number of Respondents	445	3,571	4,016
	Percentage	11.1%	88.9%	100.0%

Who has given you information regarding your graduation requirements?

A total of 4,115 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) principal, (d) other school staff, and (e) other people.

Counselor

Out of the 4,115 respondents, 42.0% of them indicated that their counselor had provided them with information regarding their graduation requirements. The responses varied by school, race/ethnicity, grade level, and GPA. The analysis by school demonstrated that 38.2% of students from School 1, 66.0% of students from School 2, 28.3% of the students from School 3, and 23.6% of students from School 4 selected their counselor as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected their counselor as an answer to the question at the highest rate (53.5%). Latinos selected their counselor as an answer to the question at the lowest rate (39.6%).

Analysis by Race/Ethnicity				
		Counselor		Total
		Not Selected	Selected	
Race/Ethnicity	White/Caucasian	55.0%	45.0%	100.0%
	African American	53.9%	46.1%	100.0%
	Hispanic/Latino	60.4%	39.6%	100.0%
	Asian	46.5%	53.5%	100.0%
	Other	56.7%	43.3%	100.0%
	Mixed	53.7%	46.3%	100.0%
Total	Number of Respondents	2,368	1,723	4,091
	Percentage	57.9%	42.1%	100.0%

The analysis by grade level indicated that twelve graders selected their counselor as an answer to the question at the highest rate (63.6%). Ninth graders selected their counselor as an answer to the question at the lowest rate (24.0%).

Analysis by Grade Level				
		Counselor		Total
		Not selected	Selected	
Grade Level	9	76.0%	24.0%	100.0%
	10	56.8%	43.2%	100.0%
	11	51.4%	48.6%	100.0%
	12	36.4%	63.6%	100.0%
Total	Number of Respondents	2,385	1,723	4,108
	Percentage	58.1%	41.9%	100.0%

The analysis by GPA indicated that the responses from students who knew their GPA did not vary significantly. However, students who did not know their GPA selected their counselor as an answer to the question at a significantly lower rate (37.2%) than the others.

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	62.8%	37.2%	100.0%
	0-1.75	53.1%	46.9%	100.0%
	1.76-2.25	53.0%	47.0%	100.0%
	2.26-2.75	51.1%	48.9%	100.0%
	2.76-4.00	53.2%	46.8%	100.0%
Total	Number of Respondents	2,340	1,700	4,040
	Percentage	57.9%	42.1%	100.0%

Teacher

Out of the 4,115 respondents, 46.9% of them indicated that their teacher had provided them with information regarding their graduation requirements. The responses by GPA did not deviate significantly from the overall responses of 46.9%. However, the responses varied by school, race/ethnicity, and grade level. The analysis by school demonstrated that 51.3% of students from School 1, 29.9% of students from School 2, 54.6% of the students from School 3, and 59.3% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity indicated that students of mixed race/ethnicity selected their teacher as an answer to the question at the highest rate (51.9%). Asians selected their teacher as an answer to the question at the lowest rate (38.0%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	52.7%	47.3%	100.0%
	African American	55.2%	44.8%	100.0%
	Hispanic/Latino	51.7%	48.3%	100.0%
	Asian	62.0%	38.0%	100.0%
	Other	61.1%	38.9%	100.0%
	Mixed	48.1%	51.9%	100.0%
Total	Number of Respondents	2,179	1,912	4,091
	Percentage	53.3%	46.7%	100.0%

The analysis by grade level indicated that ninth graders selected their teacher as an answer to the question at the highest rate (54.1%). Twelve graders selected their teacher as an answer to the question at the lowest rate (35.3%).

Analysis by Grade Level				
		Teacher		Total
		Not selected	Selected	
Grade Level	9	45.9%	54.1%	100.0%
	10	52.3%	47.7%	100.0%
	11	55.3%	44.7%	100.0%
	12	64.7%	35.3%	100.0%
Total	Number of Respondents	2,184	1,924	4,108
	Percentage	53.2%	46.8%	100.0%

Principal

Out of the 4,115 respondents, only 5.0% of them indicated that their principal had provided them with information regarding their graduation requirements.

Other School Staff

Out of the 4,115 respondents, only 8.0% of them indicated that other school staff had provided them with information regarding their graduation requirements.

Other People

Out of the 4,115 respondents, only 12.5% of them indicated that other people had provided them with information regarding their graduation requirements.

Who has helped you with your course selection?

A total of 4,139 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,139 respondents, 29.8% of them indicated that their counselor had helped them with their course selection. The responses by race/ethnicity did not vary significantly from the overall response of 29.8%. However, the responses did vary significantly by school, grade level, and GPA. The analysis by school showed that 21.9% of students from School 1, 50.4% of students from School 2, 17.4% of the students from School 3, and 19.1% of students from School 4 selected their counselor as an answer to the question.

The analysis by grade level indicated that twelve graders selected their counselor as an answer to the question at the highest rate (49.9%). Ninth graders selected their counselor as an answer to the question at the lowest rate (15.1%).

Analysis by Grade Level

		Counselor		Total
		Not selected	Selected	
Grade Level	9	84.9%	15.1%	100.0%
	10	69.6%	30.4%	100.0%
	11	66.1%	33.9%	100.0%
	12	50.1%	49.9%	100.0%
Total	Number of Respondents	2,900	1,232	4,132
	Percentage	70.2%	29.8%	100.0%

The analysis by GPA indicated that students with the lowest GPA selected their counselor as an answer to the question at the highest rate (44.8%). Students who did not know their GPA selected their counselor as an answer to the question at the lowest rate (26.6%).

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	73.4%	26.6%	100.0%
	0-1.75	55.2%	44.8%	100.0%
	1.76-2.25	63.7%	36.3%	100.0%
	2.26-2.75	65.2%	34.8%	100.0%
	2.76-4.00	69.3%	30.7%	100.0%
Total	Number of Respondents	2,849	1,214	4,063
	Percentage	70.1%	29.9%	100.0%

Teacher

Out of the 4,139 respondents, 28.3% of them indicated that their teacher had helped them with their course selection. The responses varied by school, race/ethnicity, school, grade level, and GPA. The analysis by school showed that 40.0% of students from School 1, 11.3% of students from School 2, 35.6% of the students from School 3, and 34.3% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity showed that Caucasian students selected their teacher as an answer to the question at the highest rate (34.5%). African American and Asian students selected their teacher as an answer to the question at the lowest rates (25.0% and 25.1%, respectively).

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Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	65.5%	34.5%	100.0%
	African American	75.0%	25.0%	100.0%
	Hispanic/Latino	72.0%	28.0%	100.0%
	Asian	74.9%	25.1%	100.0%
	Other	70.6%	29.4%	100.0%
	Mixed	73.7%	26.3%	100.0%
Total	Number of Respondents	2,951	1,166	4,117
	Percentage	71.7%	28.3%	100.0%

A total of 4,132 students provided information on their grade level and whether or not their teacher had helped them with their course selection. Tenth and eleventh graders selected their teacher as an answer to the question at the highest rates (32.9% and 32.7%, respectively). Ninth and twelve graders selected their teacher as an answer to the question at the lowest rates (24.2% and 23.5%, respectively).

The analysis by GPA indicated that students with a GPA between 2.76-4.00 selected their teacher as an answer to the question at the highest rate (32.8%). Students who did not know their GPA selected their teacher as an answer to the question at the lowest rate (24.8%).

Analysis by GPA				
		Teacher		Total
		Not selected	Selected	
GPA	Don't Know	75.2%	24.8%	100.0%
	0-1.75	72.0%	28.0%	100.0%
	1.76-2.25	70.3%	29.7%	100.0%
	2.26-2.75	69.3%	30.7%	100.0%
	2.76-4.00	67.2%	32.8%	100.0%
Total	Number of Respondents	2,922	1,141	4,063
	Percentage	71.9%	28.1%	100.0%

Nobody

Out of the 4,139 respondents, 31.8% of them indicated that nobody had helped them with their course selection. The analysis by school showed that 30.8% of students from School 1, 28.8% of students from School 2, 37.8% of the students from School 3, and 33.0% of students from School 4 selected "nobody" as an answer to the question.

The analysis by race/ethnicity showed that students of mixed race/ethnicity selected "nobody" as an answer to the question at the highest rate (35.1%). Caucasians selected "nobody" as an answer to the question at the lowest rate (27.5%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	72.5%	27.5%	100.0%
	African American	70.7%	29.3%	100.0%
	Hispanic/Latino	66.7%	33.3%	100.0%
	Asian	68.8%	31.2%	100.0%
	Other	71.1%	28.9%	100.0%
	Mixed	64.9%	35.1%	100.0%
Total	Number of Respondents	2,810	1,307	4,117
	Percentage	68.3%	31.7%	100.0%

A total of 4,132 students answered this question and identified their grade level. Of those students, 45.2% of the ninth graders, 28.6% of the tenth graders, 24.2% of the eleventh graders, and 22.0% of the twelve graders selected "nobody" as an answer to the question.

The analysis by GPA showed that students who did not know their GPA selected "nobody" as an answer to the question at the highest rate (35.9%). Students with the lowest GPA selected "nobody" as an answer to the question at the lowest rate (23.2%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	64.1%	35.9%	100.0%
	0-1.75	76.8%	23.2%	100.0%
	1.76-2.25	72.3%	27.7%	100.0%
	2.26-2.75	73.4%	26.6%	100.0%
	2.76-4.00	71.2%	28.8%	100.0%
Total	Number of Respondents	2,764	1,299	4,063
	Percentage	68.0%	32.0%	100.0%

Other School Staff

Out of the 4,139 respondents, 4.1% of them indicated that other school staff had helped them with their course selection.

Other People

Out of the 4,139 respondents, 9.3% of them indicated that other people had helped them with their course selection.

Who has informed you about Advanced Placement or Honors classes?

A total of 4,136 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,136 respondents, 19.3% of them indicated that their counselor had informed them about AP or Honors classes. The analysis by school indicated that 13.5% of students from School 1, 31.9% of students from School 2, 11.9% of the students from School 3, and 13.2% of students from School 4 selected their counselor as an answer to the question.

The analysis by race/ethnicity indicated that African Americans selected their counselor as an answer to the question at the highest rate (25.0%). Students of mixed race/ethnicity selected their counselor as an answer to the question at the lowest rate (15.8%).

Analysis by Race/Ethnicity				
		Counselor		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	76.5%	23.5%	100.0%
	African American	75.0%	25.0%	100.0%
	Hispanic/Latino	82.9%	17.1%	100.0%
	Asian	81.6%	18.4%	100.0%
	Other	75.7%	24.3%	100.0%
	Mixed	84.2%	15.8%	100.0%
Total	Number of Respondents	3,318	795	4,113
	Percentage	80.7%	19.3%	100.0%

The analysis by grade level indicated that twelve graders selected their counselor as an answer to the question at the highest rate (24.5%). Ninth graders selected their counselor as an answer to the question at the lowest rate (14.7%).

Analysis by Grade Level				
		Counselor		Total
		Not selected	Selected	
Grade Level	9	85.3%	14.7%	100.0%
	10	79.1%	20.9%	100.0%
	11	80.3%	19.7%	100.0%
	12	75.5%	24.5%	100.0%
Total	Number of Respondents	3,332	797	4,129
	Percentage	80.7%	19.3%	100.0%

The analysis by GPA did not show a big difference in how the different groups responded to this question. Overall, 19.2% of all the students in this category chose their counselor as an answer to the question.

Teacher

Out of the 4,136 respondents, 37.8% of them indicated that their teacher had informed them about AP or Honors classes. The analysis by school indicated that 46.6% of students from School 1, 27.7% of students from School 2, 40.2% of the students from

School 3, and 40.5% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected their teacher as an answer to the question at the highest rate (43.8%). Students who identified themselves as "other" selected their teacher as an answer to the question at the lowest rate (33.2%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	58.3%	41.7%	100.0%
	African American	64.8%	35.2%	100.0%
	Hispanic/Latino	62.7%	37.3%	100.0%
	Asian	56.2%	43.8%	100.0%
	Other	66.8%	33.2%	100.0%
	Mixed	59.6%	40.4%	100.0%
Total	Number of Respondents	2,559	1,554	4,113
	Percentage	62.2%	37.8%	100.0%

A total of 4,129 who answered this question also identified their grade level. Of these students, 31.9% of the ninth graders, 39.9% of the tenth graders, 39.2% of the eleventh graders, and 43.2% of the twelve graders selected their teacher as an answer to the question.

The analysis by GPA indicated that the majority (53.2%) of students with a GPA between 2.76-4.00 selected their teacher as an answer to the question. Students with a GPA between 0-1.75 selected their teacher as an answer to the question at the lowest rate (26.6%).

Analysis by GPA				
		Teacher		Total
		Not selected	Selected	
GPA	Don't Know	70.5%	29.5%	100.0%
	0-1.75	73.4%	26.6%	100.0%
	1.76-2.25	68.2%	31.8%	100.0%
	2.26-2.75	54.1%	45.9%	100.0%
	2.76-4.00	46.8%	53.2%	100.0%
Total	Number of Respondents	2,534	1,529	4,063
	Percentage	62.4%	37.6%	100.0%

Nobody

Out of the 4,136 respondents, 33.3% of them indicated that nobody had informed them about AP or Honors classes. The analysis by school indicated that 29.9% of students from School 1, 30.8% of students from School 2, 41.6% of the students from School 3, and 34.6% of students from School 4 selected "nobody" as an answer to the question.

The analysis by race/ethnicity indicated that Latinos selected "nobody" as an answer to the question at the highest rate (35.8%). Asians selected "nobody" as an answer to the question at the lowest rate (28.9%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	71.1%	28.9%	100.0%
	African American	69.7%	30.3%	100.0%
	Hispanic/Latino	64.2%	35.8%	100.0%
	Asian	78.3%	21.7%	100.0%
	Other	68.3%	31.7%	100.0%
	Mixed	64.9%	35.1%	100.0%
Total	Number of Respondents	2,746	1,367	4,113
	Percentage	66.8%	33.2%	100.0%

A total of 4,129 students responded to this question and identified their grade level. Of these students, 37.1% of the ninth graders, 31.2% of the tenth graders, 33.6% of the eleventh graders, and 28.9% of the twelve graders indicated that nobody had informed them about AP or Honors classes.

The analysis by GPA indicated that students with a GPA between 0-1.75 selected "nobody" as an answer to the question at the highest rate (43.8%). Students with a GPA between 2.76-4.00 selected "nobody" as an answer to the question at the lowest rate (17.3%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	58.4%		100.0%
	0-1.75	56.3%	43.8%	100.0%
	1.76-2.25	60.8%	39.2%	100.0%
	2.26-2.75	73.5%	26.5%	100.0%
	2.76-4.00	82.7%	17.3%	100.0%
Total	Number of Respondents	2,704	1,359	4,063
	Percentage	66.6%	33.4%	100.0%

Other School Staff

Out of the 4,136 respondents, 5.5% of them indicated that other school staff had informed them about AP or Honors classes.

Other People

Out of the 4,136 respondents, 8.2% of them indicated that other people had informed them about AP or Honors classes.

Who has given you information about your options after graduating from high school?

A total of 4,118 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,118 respondents, 27.3% of them indicated that their counselor had provided them with information about their options after graduating from high school. The analysis by school indicated that 27.9% of students from School 1, 42.9% of students from School 2, 17.9% of the students from School 3, and 12.8% of students from School 4 selected their counselor as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected their counselor as an answer to the question at the highest rate (35.9%). Students of mixed race/ethnicity selected their counselor as an answer to the question at the lowest rate (22.8%).

Analysis by Race/Ethnicity

		Counselor		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	67.2%	32.8%	100.0%
	African American	69.7%	30.3%	100.0%
	Hispanic/Latino	74.8%	25.2%	100.0%
	Asian	64.1%	35.9%	100.0%
	Other	74.2%	25.8%	100.0%
	Mixed	77.2%	22.8%	100.0%
Total	Number of Respondents	2,973	1,122	4,095
	Percentage	72.6%	27.4%	100.0%

A total of 4,111 students responded to this question and identified their grade level. Of those students, 15.3% of the ninth graders, 27.3% of the tenth graders, 29.3% of the eleventh graders, and 46.3% of the twelve graders indicated that their counselor had provided them with information about their options after graduating from high school.

The analysis by GPA indicated that students with the lowest GPA selected their counselor as an answer to the question at the highest rate (36.7%). Students who did not know their GPA selected their counselor as an answer to the question at the lowest rate (21.9%).

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	78.1%	21.9%	100.0%
	0-1.75	63.3%	36.7%	100.0%
	1.76-2.25	66.7%	33.3%	100.0%
	2.26-2.75	67.6%	32.4%	100.0%
	2.76-4.00	67.4%	32.6%	100.0%
Total	Number of Respondents	2,945	1,103	4,048
	Percentage	72.8%	27.2%	100.0%

Teacher

Out of the 4,118 respondents, 32.4% of them indicated that their teacher had provided them with information about their options after graduating from high school. The analysis by school indicated that 36.6% of students from School 1, 21.7% of students from School 2, 33.9% of the students from School 3, and 40.9% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity indicated that Caucasians selected their teacher as an answer to the question at the highest rate (34.0%). Students who identified themselves as "other" selected their teacher as an answer to the question at the lowest rate (24.7%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	66.0%	34.0%	100.0%
	African American	68.4%	31.6%	100.0%
	Hispanic/Latino	67.1%	32.9%	100.0%
	Asian	69.1%	30.9%	100.0%
	Other	75.3%	24.7%	100.0%
	Mixed	70.2%	29.8%	100.0%
Total	Number of Respondents	2,770	1,325	4,095
	Percentage	67.6%	32.4%	100.0%

A total of 4,111 students responded to this question and identified their grade level. Of those students, 31.6% of the ninth graders, 34.5% of the tenth graders, 31.9% of the eleventh graders, and 31.3% of the twelve graders indicated that their teacher had provided them with information about their options after graduating from high school.

The analysis by GPA indicated that there was no significant difference in the way students with different GPAs responded. Out of the 4,048 students who identified their GPA and provided an answer to this question, an average of 33.4% indicated that their teacher had provided them with information about their options after graduating from high school.

Nobody

Out of the 4,118 respondents, 22.9% of them indicated that nobody had provided them with information about their options after graduating from high school. The analysis by school indicated that 23.7% of students from School 1, 18.0% of students from School 2, 32.8% of the students from School 3, and 22.6% of students from School 4 selected "nobody" as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected "nobody" as an answer to the question at the highest rate (17.5%). Students who identified themselves as "other" selected "nobody" as an answer to the question at the lowest rate (28.3%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	79.1%	20.9%	100.0%
	African American	81.1%	18.9%	100.0%
	Hispanic/Latino	75.8%	24.2%	100.0%
	Asian	82.5%	17.5%	100.0%
	Other	71.7%	28.3%	100.0%
	Mixed	75.4%	24.6%	100.0%
Total	Number of Respondents	3,156	939	4,095
	Percentage	77.1%	22.9%	100.0%

A total of 4,111 students responded to this question and identified their grade level. Of those students, 31.3% of the ninth graders, 23.3% of the tenth graders, 18.4% of the eleventh graders, and 12.7% of the twelve graders indicated that nobody had provided them with information about their options after graduating from high school.

The analysis by GPA indicated students who did not know their GPA selected "nobody" as an answer to the question at the highest rate (28.2%). Students with a GPA between 1.76-2.25 selected "nobody" as an answer to the question at the lowest rate (13.3%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	71.8%	28.2%	100.0%
	0-1.75	80.5%	19.5%	100.0%
	1.76-2.25	86.7%	13.3%	100.0%
	2.26-2.75	83.7%	16.3%	100.0%
	2.76-4.00	80.7%	19.3%	100.0%
Total	Number of Respondents	3,114	934	4,048
	Percentage	76.9%	23.1%	100.0%

Other School Staff

Out of the 4,118 respondents, 7.6% of them indicated that other school staff had provided them with information about their options after graduating from high school.

Other People

Out of the 4,118 respondents, 20.7% of them indicated that other people had provided them with information about their options after graduating from high school. The analysis by school indicated that 18.2% of students from School 1, 19.8% of students from School 2, 15.2% of the students from School 3, and 27.6% of students from School 4 selected "other people" as an answer to the question.

The analysis by race/ethnicity indicated that students of mixed race/ethnicity selected "other people" as an answer to the question at the highest rate (29.8%). Asians selected "other people" as an answer to the question at the lowest rate (17.5%).

Analysis by Race/Ethnicity				
		Other People		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	79.1%	20.9%	100.0%
	African American	76.4%	23.6%	100.0%
	Hispanic/Latino	80.0%	20.0%	100.0%
	Asian	82.5%	17.5%	100.0%
	Other	78.8%	21.2%	100.0%
	Mixed	70.2%	29.8%	100.0%
Total	Number of Respondents	3,249	846	4,095
	Percentage	79.3%	20.7%	100.0%

A total of 4,111 students responded to this question and identified their grade level. Of those students, 19.0% of the ninth graders, 19.1% of the tenth graders, 25.8% of the eleventh graders, and 20.2% of the twelve graders indicated that "other people" had provided them with information about their options after graduating from high school.

The analysis by GPA indicated students with a GPA between 2.26-2.75 selected "other people" as an answer to the question at the highest rate (24.0%). Students with the lowest GPA selected "other people" as an answer to the question at the lowest rate (16.4%).

Analysis by GPA				
		Other People		Total
		Not selected	Selected	
GPA	Don't Know	80.9%	19.1%	100.0%
	0-1.75	83.6%	16.4%	100.0%
	1.76-2.25	77.7%	22.3%	100.0%
	2.26-2.75	76.0%	24.0%	100.0%
	2.76-4.00	77.0%	23.0%	100.0%
Total	Number of Respondents	3,206	842	4,048
	Percentage	79.2%	20.8%	100.0%

Who has given you information about ACT or SAT preparation courses and ACT or SAT examination test dates?

A total of 4,114 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,114 respondents, 28.3% of them indicated their counselor had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates. The analysis by school indicated that 24.9% of students from School 1, 46.6% of students from School 2, 16.1% of the students from School 3, and 15.7% of students from School 4 selected their counselor as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected their counselor as an answer to the question at the highest rate (44.7%). Students of mixed racial/ethnic background selected their counselor as an answer to the question at the lowest rate (24.6%).

Analysis by Race/Ethnicity				
		Counselor		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	65.8%	34.2%	100.0%
	African American	69.4%	30.6%	100.0%
	Hispanic/Latino	74.7%	25.3%	100.0%
	Asian	55.3%	44.7%	100.0%
	Other	70.7%	29.3%	100.0%
	Mixed	75.4%	24.6%	100.0%
Total	Number of Respondents	2,930	1,160	4,090
	Percentage	71.6%	28.4%	100.0%

A total of 4,107 students responded to this question and identified their grade level. Of those students, 9.7% of the ninth graders, 19.0% of the tenth graders, 39.3% of the eleventh graders, and 62.3% of the twelve graders indicated that their counselor had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates.

The analysis by GPA indicated students with a GPA between 2.76-4.00 selected their counselor as an answer to the question at the highest rate (40.9%). Students with did not know their GPA selected their counselor as an answer to the question at the lowest rate (18.4%).

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	81.6%	18.4%	100.0%
	0-1.75	64.8%	35.2%	100.0%
	1.76-2.25	65.1%	34.9%	100.0%
	2.26-2.75	61.6%	38.4%	100.0%
	2.76-4.00	59.1%	40.9%	100.0%
Total	Number of Respondents	2,896	1,148	4,044
	Percentage	71.6%	28.4%	100.0%

Teacher

Out of the 4,114 respondents, 40.3% of them indicated their teacher had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates. The analysis by school indicated that 44.8% of students from School 1, 26.6% of students from School 2, 41.8% of the students from School 3, and 52.2% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity indicated that Latinos selected their teacher as an answer to the question at the highest rate (41.8%). Students of "other" racial/ethnic background selected their teacher as an answer to the question at the lowest rate (32.3%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	60.3%	39.7%	100.0%
	African American	60.8%	39.2%	100.0%
	Hispanic/Latino	58.2%	41.8%	100.0%
	Asian	64.5%	35.5%	100.0%
	Other	67.7%	32.3%	100.0%
	Mixed	66.7%	33.3%	100.0%
Total	Number of Respondents	2,444	1,646	4,090
	Percentage	59.8%	40.2%	100.0%

A total of 4,107 students responded to this question and identified their grade level. Of those students, 41.2% of the ninth graders, 47.5% of the tenth graders, 40.7% of the eleventh graders, and 27.2% of the twelve graders indicated that their teacher had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates.

The analysis by GPA indicated students with the lowest GPA selected their teacher as an answer to the question at the lowest rate (30.5%). There was not a significant difference how the other groups responded (40.2% average).

Nobody

Out of the 4,114 respondents, 26.6% of them indicated nobody had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates. The analysis by school indicated that 25.0% of students from School 1, 23.2% of students from School 2, 37.1% of the students from School 3, and 26.3% of students from School 4 selected nobody as an answer to the question.

The analysis by race/ethnicity indicated that students of mixed racial/ethnic background selected "nobody" as an answer to the question at the highest rate (43.9%). Asians selected "nobody" as an answer to the question at the lowest rate (15.7%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	76.1%	23.9%	100.0%
	African American	78.2%	21.8%	100.0%
	Hispanic/Latino	71.5%	28.5%	100.0%
	Asian	84.3%	15.7%	100.0%
	Other	70.2%	29.8%	100.0%
	Mixed	56.1%	43.9%	100.0%
Total	Number of Respondents	3,002	1,088	4,090
	Percentage	73.4%	26.6%	100.0%

A total of 4,107 students responded to this question and identified their grade level. Of those students, 41.5% of the ninth graders, 29.0% of the tenth graders, 15.8% of the eleventh graders, and 9.7% of the twelve graders indicated that nobody had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates.

The analysis by GPA indicated that students who did not know their GPA selected "nobody" at the highest rate (34.3%). Students with a GPA between 2.26-2.75 selected "nobody" as an answer to the question at the lowest rate (16.6%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	65.7%	34.3%	100.0%
	0-1.75	76.6%	23.4%	100.0%
	1.76-2.25	81.0%	19.0%	100.0%
	2.26-2.75	83.4%	16.6%	100.0%
	2.76-4.00	82.0%	18.0%	100.0%
Total	Number of Respondents	2,972	1,072	4,044
	Percentage	73.5%	26.5%	100.0%

Other School Staff

Out of the 4,114 respondents, 5.0% of them indicated that other school staff had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates.

Other People

Out of the 4,114 respondents, 6.5% of them indicated that other people had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates.

Who has given you information about going to college or university?

A total of 4,112 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,112 respondents, 25.3% of them indicated that their counselor had given them information about going to college or university. The analysis by school indicated that 26.2% of students from School 1, 40.6% of students from School 2, 15.8% of the

students from School 3, and 10.8% of students from School 4 selected their counselor as an answer to the question.

Asians selected their counselor at the highest rate (39.7%) and students of "other" race/ethnicity selected their counselor at the lowest rate (24.4%).

Analysis by Race/Ethnicity				
		Counselor		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	68.4%	31.6%	100.0%
	African American	74.4%	25.6%	100.0%
	Hispanic/Latino	77.2%	22.8%	100.0%
	Asian	60.3%	39.7%	100.0%
	Other	75.6%	24.4%	100.0%
	Mixed	71.9%	28.1%	100.0%
Total	Number of Respondents	3,052	1,037	4,089
	Percentage	74.6%	25.4%	100.0%

A total of 4,105 students responded to this question and identified their grade level. Of those students, 11.4% of the ninth graders, 23.3% of the tenth graders, 27.9% of the eleventh graders, and 49.9% of the twelve graders indicated that their counselor had given them information about going to college or university.

The analysis by GPA indicated that students with a GPA between 2.26-2.75 selected their counselor the highest rate (35.3%) and students who did not know their GPA selected their counselor at the lowest rate (19.3%).

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	80.7%	19.3%	100.0%
	0-1.75	66.1%	33.9%	100.0%
	1.76-2.25	69.7%	30.3%	100.0%
	2.26-2.75	64.7%	35.3%	100.0%
	2.76-4.00	69.9%	30.1%	100.0%
Total	Number of Respondents	3,024	1,018	4,042
	Percentage	74.8%	25.2%	100.0%

Teacher

Out of the 4,112 respondents, 30.4% of them indicated that their teacher had given them information about going to college or university. The analysis by school indicated that 34.8% of students from School 1, 21.7% of students from School 2, 29.4% of the students from School 3, and 37.9% of students from School 4 selected their teacher as an answer to the question.

The analysis by race/ethnicity indicated that Caucasians and African Americans selected their teacher as an answer to the question at the highest rates (34.7% and 34.8%, respectively). Students of mixed race/ethnicity selected their teacher as an answer to the question at the lowest rate (19.3%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	65.3%	34.7%	100.0%
	African American	65.2%	34.8%	100.0%
	Hispanic/Latino	70.8%	29.2%	100.0%
	Asian	70.6%	29.4%	100.0%
	Other	72.1%	27.9%	100.0%
	Mixed	80.7%	19.3%	100.0%
Total	Number of Respondents	2,844	1,245	4,089
	Percentage	69.6%	30.4%	100.0%

A total of 4,105 students responded to this question and identified their grade level. Of those students, 27.6% of the ninth graders, 34.4% of the tenth graders, 30.3% of the eleventh graders, and 29.8% of the twelve graders indicated that their teacher had given them information about going to college or university.

The analysis by GPA indicated that students with a GPA between 2.76-4.00 selected their teacher as an answer to the question at the highest rate (35.4%). Students with a GPA between 0-1.75 selected their teacher as an answer to the question at the lowest rate (22.0%).

Analysis by GPA				
		Teacher		Total
		Not selected	Selected	
GPA	Don't Know	72.1%	27.9%	100.0%
	0-1.75	78.0%	22.0%	100.0%
	1.76-2.25	67.9%	32.1%	100.0%
	2.26-2.75	69.1%	30.9%	100.0%
	2.76-4.00	64.6%	35.4%	100.0%
Total	Number of Respondents	2,814	1,228	4,042
	Percentage	69.6%	30.4%	100.0%

Nobody

Out of the 4,112 respondents, 21.0% of them indicated that nobody had given them information about going to college or university. The analysis by school indicated that 20.6% of students from School 1, 15.5% of students from School 2, 30.0% of the students from School 3, and 22.8% of students from School 4 selected "nobody" as an answer to the question.

The analysis by race/ethnicity indicated that students of mixed racial/ethnic background selected "nobody" as an answer to the question at the highest rate (29.8%). Asians selected "nobody" as an answer to the question at the lowest rate (10.7%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	82.3%	17.7%	100.0%
	African American	85.7%	14.3%	100.0%
	Hispanic/Latino	76.7%	23.3%	100.0%
	Asian	89.3%	10.7%	100.0%
	Other	76.1%	23.9%	100.0%
	Mixed	70.2%	29.8%	100.0%
Total	Number of Respondents	3,236	853	4,089
	Percentage	79.1%	20.9%	100.0%

A total of 4,105 students responded to this question and identified their grade level. Of those students, 32.2% of the ninth graders, 21.3% of the tenth graders, 14.9% of the eleventh graders, and 7.3% of the twelve graders indicated that nobody had given them information about going to college or university.

The analysis by GPA indicated that students who did not know their GPA selected "nobody" as an answer to the question at the highest rate (27.4%). Students with a GPA between 2.26-2.75 selected "nobody" as an answer to the question at the lowest rate (12.8%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	72.6%	27.4%	100.0%
	0-1.75	82.7%	17.3%	100.0%
	1.76-2.25	83.8%	16.2%	100.0%
	2.26-2.75	87.2%	12.8%	100.0%
	2.76-4.00	86.1%	13.9%	100.0%
Total	Number of Respondents	3,191	851	4,042
	Percentage	78.9%	21.1%	100.0%

Other School Staff

Out of the 4,112 respondents, 8.4% of them indicated that other school staff had given them information about going to college or university.

Other People

Out of the 4,112 respondents, 26.7% of them indicated that other people had given them information about going to college or university. The analysis by school indicated that 26.7% of students from School 1, 23.1% of students from School 2, 25.0% of the students from School 3, and 32.0% of students from School 4 selected "other people" as an answer to the question.

The analysis by race/ethnicity indicated that students of mixed racial/ethnic background selected "other people" as an answer to the question at the highest rate (33.3%). Caucasians and Asians selected "other people" as an answer to the question at the lowest rates (both 25.2%).

Analysis by Race/Ethnicity				
		Other People		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	74.8%	25.2%	100.0%
	African American	69.7%	30.3%	100.0%
	Hispanic/Latino	73.7%	26.3%	100.0%
	Asian	74.8%	25.2%	100.0%
	Other	74.1%	25.9%	100.0%
	Mixed	66.7%	33.3%	100.0%
Total	Number of Respondents	2,998	1,091	4,089
	Percentage	73.3%	26.7%	100.0%

A total of 4,105 students responded to this question and identified their grade level. Of those students, 27.1% of the ninth and tenth graders, 30.0% of the eleventh graders, and 21.1% of the twelve graders indicated that other people had given them information about going to college or university.

The analysis by GPA indicated that there was not a significant difference in the responses from the different groups. Overall, 26.7% of the 4,042 students indicated that other people had given them information about going to college or university.

Who has given you information about financial aid for college or university?

A total of 4,109 students responded to this question and were allowed to provide more than one answer. Students had the following answers to choose from: (a) counselor, (b) teacher, (c) nobody, (d) other school staff, and (e) other people.

Counselor

Out of the 4,109 respondents, 21.2% of them indicated that their counselor had given them information about financial aid for college or university. The analysis by school indicated that 24.6% of students from School 1, 29.5% of students from School 2, 16.1% of the students from School 3, and 10.8% of students from School 4 selected their counselor as an answer to the question.

The analysis by race/ethnicity indicated that Asians selected their counselor as an answer to the question at the highest rate (31.8%). Students of mixed racial/ethnic background selected their counselor as an answer to the question at the lowest rate (15.8%).

Analysis by Race/Ethnicity				
		Counselor		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	74.5%	25.5%	100.0%
	African American	77.6%	22.4%	100.0%
	Hispanic/Latino	80.6%	19.4%	100.0%
	Asian	68.2%	31.8%	100.0%
	Other	79.2%	20.8%	100.0%
	Mixed	84.2%	15.8%	100.0%
Total	Number of Respondents	3,217	869	4,086
	Percentage	78.7%	21.3%	100.0%

A total of 4,102 students responded to this question and identified their grade level. Of those students, 8.4% of the ninth graders, 16.5% of the tenth graders, 25.2% of the eleventh graders, and 46.7% of the twelve graders indicated that their counselor had given them information about financial aid for college or university.

The analysis by GPA indicated that students with a GPA between 1.76-4.00 selected their counselor as an answer to the question at the highest rate (an average of 29.3%). Students who did not know their GPA selected their counselor at the lowest rate (14.1%).

Analysis by GPA				
		Counselor		Total
		Not selected	Selected	
GPA	Don't Know	85.9%	14.1%	100.0%
	0-1.75	76.6%	23.4%	100.0%
	1.76-2.25	70.5%	29.5%	100.0%
	2.26-2.75	70.5%	29.5%	100.0%
	2.76-4.00	71.0%	29.0%	100.0%
Total	Number of Respondents	3,183	857	4,040
	Percentage	78.8%	21.2%	100.0%

Teacher

Out of the 4,109 respondents, 21.3% of them indicated that their teacher had given them information about financial aid for college or university. The analysis by school

indicated that 24.5% of students from School 1, 15.5% of students from School 2, 23.0% of students from School 3, and 24.5% of students from School 4 selected their teacher as an answer to the question.

African Americans selected their teacher at the highest rate (22.4%). Students of mixed racial/ethnic background selected their teacher at the lowest rate (17.5%).

Analysis by Race/Ethnicity				
		Teacher		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	78.8%	21.2%	100.0%
	African American	77.6%	22.4%	100.0%
	Hispanic/Latino	78.6%	21.4%	100.0%
	Asian	80.2%	19.8%	100.0%
	Other	79.7%	20.3%	100.0%
	Mixed	82.5%	17.5%	100.0%
Total	Number of Respondents	3,214	872	4,086
	Percentage	78.7%	21.3%	100.0%

A total of 4,102 students responded to this question and identified their grade level. Of those students, 19.1% of the ninth graders, 22.4% of the tenth graders, 21.1% of the eleventh graders, and 23.9% of the twelve graders indicated that their teacher had given them information about financial aid for college or university.

Students with a GPA between 2.26-2.75 selected their teacher at the highest rate (25.4%). Students with a GPA between 0-1.75 selected their teacher at the lowest rate (19.5%).

Analysis by GPA				
		Teacher		Total
		Not selected	Selected	
GPA	Don't Know	79.9%	20.1%	100.0%
	0-1.75	80.5%	19.5%	100.0%
	1.76-2.25	76.9%	23.1%	100.0%
	2.26-2.75	74.6%	25.4%	100.0%
	2.76-4.00	78.6%	21.4%	100.0%
Total	Number of Respondents	3,184	856	4,040
	Percentage	78.8%	21.2%	100.0%

Nobody

Out of the 4,109 respondents, 37.1% of them indicated that nobody had given them information about financial aid for college or university. The analysis by school indicated that 33.5% of students from School 1, 31.9% of students from School 2, 45.3% of students from School 3, and 42.1% of students from School 4 selected "nobody" as an answer to the question.

Students of mixed racial/ethnic background selected "nobody" at the highest rate (49.1%). Asians selected "nobody" at the lowest rate (18.9%).

Analysis by Race/Ethnicity				
		Nobody		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	63.5%	36.5%	100.0%
	African American	68.4%	31.6%	100.0%
	Hispanic/Latino	60.6%	39.4%	100.0%
	Asian	81.1%	18.9%	100.0%
	Other	61.9%	38.1%	100.0%
	Mixed	50.9%	49.1%	100.0%
Total	Number of Respondents	2,574	1,512	4,086
	Percentage	63.0%	37.0%	100.0%

A total of 4,102 students responded to this question and identified their grade level. Of those students, 52.0% of the ninth graders, 40.9% of the tenth graders, 29.1% of the eleventh graders, and 14.1% of the twelve graders indicated that nobody had given them information about financial aid for college or university.

Students who did not know their GPA selected "nobody" at the highest rate (46.4%). Students with a GPA between 2.26-2.75 selected "nobody" at the lowest rate (24.4%).

Analysis by GPA				
		Nobody		Total
		Not selected	Selected	
GPA	Don't Know	53.6%	46.4%	100.0%
	0-1.75	70.3%	29.7%	100.0%
	1.76-2.25	70.2%	29.8%	100.0%
	2.26-2.75	75.6%	24.4%	100.0%
	2.76-4.00	72.6%	27.4%	100.0%
Total	Number of Respondents	2,538	1,502	4,040
	Percentage	62.8%	37.2%	100.0%

Other School Staff

Out of the 4,109 respondents, 7.5% of them indicated that other school staff had given them information about financial aid for college or university.

Other People

Out of the 4,109 respondents, 20.4% of them indicated that other people had given them information about financial aid for college or university. The school analysis indicated that 21.4% of students from School 1, 19.1% of students from School 2, 15.2% of students from School 3, and 24.1% of students from School 4 selected "other people". The analysis by race/ethnicity indicated that Asians selected "other people" at the highest rate (25.8%) while Caucasians selected "other people" at the lowest rate (17.4%).

Analysis by Race/Ethnicity				
		Other People		Total
		Not selected	Selected	
Race/Ethnicity	White/Caucasian	82.6%	17.4%	100.0%
	African American	74.8%	25.2%	100.0%
	Hispanic/Latino	80.6%	19.4%	100.0%
	Asian	74.2%	25.8%	100.0%
	Other	78.2%	21.8%	100.0%
	Mixed	80.7%	19.3%	100.0%
Total	Number of Respondents	3,255	831	4,086
	Percentage	79.7%	20.3%	100.0%

A total of 4,102 students responded to this question and identified their grade level. Of those students, 17.9% of the ninth graders, 21.5% of the tenth graders, 25.9% of the eleventh graders, and 16.4% of the twelve graders indicated that "other people" had given them information about financial aid for college or university.

The analysis by GPA indicated that students with a GPA between 2.26-2.75 selected "other people" as an answer to the question at the highest rate (24.6%). Students who did not know their GPA selected "other people" at the lowest rate (17.9%).

Analysis by GPA				
		Other People		Total
		Not selected	Selected	
GPA	Don't Know	82.1%	17.9%	100.0%
	0-1.75	77.3%	22.7%	100.0%
	1.76-2.25	80.7%	19.3%	100.0%
	2.26-2.75	75.4%	24.6%	100.0%
	2.76-4.00	76.0%	24.0%	100.0%
Total	Number of Respondents	3,214	826	4,040
	Percentage	79.6%	20.4%	100.0%

If you have missed more than five school days in a quarter, has someone from your school spoken with you?

A total of 4,091 students responded to this question. Of those students, 35.1% indicated that the question was not applicable to them. Another 35.1% of the students indicated that no one had spoken to them when they missed more than five days in a quarter. The remaining 29.9% of the students indicated that someone had spoken to them when they missed more than five days in a quarter.

The analysis by school indicated that School 4 had the highest percentage of students indicating that no one had spoken to them when they missed more than five days in a quarter. However, the answers did not vary significantly by school for those indicating that no one had spoken to them when they missed more than five days in a quarter.

Analysis by School					
		School Contact			Total
		N/A	No	Yes	
School	School 1	29.6%	33.7%	36.7%	100.0%
	School 2	43.8%	34.0%	22.1%	100.0%
	School 3	28.9%	34.9%	36.2%	100.0%
	School 4	32.8%	37.6%	29.5%	100.0%
Total	Number of Respondents	1,434	1,434	1,223	4,091
	Percentage	35.1%	35.1%	29.9%	100.0%

The analysis by race/ethnicity indicated that Asians answered that the question was not applicable to them at the highest rate (41.3%). For those students who had missed more than five days, about the same percentage answered "No" and "Yes". Nevertheless, for the most part, more students indicated that no one had spoken to them when they had missed more than five days in a quarter than those who indicated that someone had spoken to them.

Analysis by Race/Ethnicity					
		School Contact			Total
		N/A	No	Yes	
Race/Ethnicity	White/Caucasian	34.5%	36.6%	28.8%	100.0%
	African American	34.7%	34.3%	31.0%	100.0%
	Hispanic/Latino	35.0%	35.6%	29.4%	100.0%
	Asian	41.3%	26.1%	32.6%	100.0%
	Other	35.6%	34.2%	30.2%	100.0%
	Mixed	27.6%	32.8%	39.7%	100.0%
Total	Number of Respondents	1,430	1,423	1,216	4,069
	Percentage	35.1%	35.0%	29.9%	100.0%

The results from the analysis by grade level indicated that almost the same percentage of students answered "Not applicable", "No", and "Yes". Nevertheless, for students who had missed more than five days in a quarter, more of them indicated that no one had spoken to them about their absences than those who indicated that someone had spoken to them.

Analysis by Grade Level					
		School Contact			Total
		N/A	No	Yes	
Grade Level	9	38.5%	34.1%	27.4%	100.0%
	10	32.7%	36.1%	31.2%	100.0%
	11	33.8%	36.0%	30.2%	100.0%
	12	34.3%	34.0%	31.7%	100.0%
Total	Number of Respondents	1,432	1,432	1,220	4,084
	Percentage	35.1%	35.1%	29.9%	100.0%

The analysis by GPA indicated that most of the students who had a GPA between 2.76-4.00 indicated that the question was not applicable. In contrast, the majority of students with a GPA of 0-1.75 indicated that the question was applicable. Of those students, 44.9% indicated that no one had spoken to them when they missed more than five days. Overall, more students indicated that no one had spoken to them than those who indicated that someone had spoken to them when they missed more than five days in a quarter.

Analysis by GPA					
		School Contact			Total
		N/A	No	Yes	
GPA	Don't Know	30.6%	37.5%	31.9%	100.0%
	0-1.75	20.5%	44.9%	34.6%	100.0%
	1.76-2.25	22.2%	34.1%	43.7%	100.0%
	2.26-2.75	34.4%	36.5%	29.0%	100.0%
	2.76-4.00	49.2%	29.6%	21.2%	100.0%
Total	Number of Respondents	1,406	1,414	1,197	4,017
	Percentage	35.0%	35.2%	29.8%	100.0%

If you need help with your class work, has your counselor directed you to tutoring services?

A total of 4,106 students answered this question. Of the respondents, 23.7% indicated that the question was not applicable to them. Another 40.3% of the respondents answered that their counselor had not directed them to tutoring services if they needed help with their class work. The remaining 36.0% of the respondents indicated that their counselor had directed them to tutoring services if they needed help with their class work.

The analysis by school indicated that the responses varied significantly by school. Out of all the respondents, 76.4% indicated they needed help with their class work at some point. The majority of students at School 3 indicated that their counselor had not directed them to tutoring services. In comparison, most of the students at School 2 indicated that their counselor had directed them to tutoring services.

Analysis by School					
		Responses			Total
		N/A	No	Yes	
School	School 1	24.6%	36.1%	39.3%	100.0%
	School 2	23.7%	29.7%	46.7%	100.0%
	School 3	22.3%	55.6%	22.1%	100.0%
	School 4	23.6%	48.7%	27.7%	100.0%
Total	Number of Respondents	972	1,656	1,478	4,106
	Percentage	23.7%	40.3%	36.0%	100.0%

The responses also varied significantly by race/ethnicity. The group of students who had the highest rate of responding that the question was not applicable to them were Asians. Students of mixed racial/ethnic background had the lowest rate of responding that the question was not applicable to them. Of the respondents indicating that they needed help with their class work, students of mixed race/ethnicity and Latinos had the highest rates of reporting that their counselor had not directed them to tutoring services. On the other hand, Asians had the lowest rate of indicating that their counselors had not directed them to tutoring services.

Analysis by Race/Ethnicity					
		Responses			Total
		N/A	No	Yes	
Race/Ethnicity	White/Caucasian	27.4%	35.5%	37.0%	100.0%
	African American	22.0%	37.0%	41.0%	100.0%
	Hispanic/Latino	22.7%	43.3%	34.1%	100.0%
	Asian	30.0%	28.2%	41.8%	100.0%
	Other	26.4%	33.3%	40.3%	100.0%
	Mixed	17.5%	49.1%	33.3%	100.0%
Total	Number of Respondents	968	1,645	1,472	4,085
	Percentage	23.7%	40.3%	36.0%	100.0%

The analysis by grade level did not vary significantly. A total of 4,099 students identified their grade level and answered this question. At every grade level, more students indicated that their counselor had not directed them to tutoring services if they needed help with their class work than those indicating the contrary. Overall, only 23.6% of the students indicated that this question was not applicable to them. The remaining 76.4% of the students needed help with their class work at some point.

The analysis by GPA indicated that the responses by each group varied. Again, of those students indicating that they needed help with their class work, more students indicated that their counselor had not directed them to tutoring service than those who indicated that their counselor had.

Analysis by GPA					
		Responses			Total
		N/A	No	Yes	
GPA	Don't Know	20.5%	41.8%	37.7%	100.0%
	0-1.75	16.5%	41.7%	41.7%	100.0%
	1.76-2.25	12.1%	40.3%	47.6%	100.0%
	2.26-2.75	19.5%	43.6%	36.9%	100.0%
	2.76-4.00	35.6%	36.3%	28.2%	100.0%
Total	Number of Respondents	954	1,628	1,452	4,034
	Percentage	23.6%	40.4%	36.0%	100.0%

If you are failing a class, who has spoken with you?

A total of 4,074 students responded to this question. Students had the following answers to choose from: (a) not applicable, (b) counselor, (c) teacher, (d) nobody, and (e) counselor and teacher.

Of the respondents, 28.0% indicated that the question was not applicable to them. Of the remaining respondents, 9.5% indicated their counselor, 34.4% of them indicated their teacher, 18.0% indicated nobody, and 10.1% indicated their counselor and teacher had spoken to them if they were failing a class.

The answers varied by school. Students from School 1 had the highest rate (31.8%) of indicating that the question was not applicable to them. Students from School 2 had the highest rate (16.0%) of indicating that their counselor had spoken to them if they were failing a class. Students from School 3 had the highest rate (41.4%) of indicating that their teacher had spoken to them if they were failing a class. Students from School 4 had the highest rate (22.7%) of indicating that nobody had spoken to them if they were failing a class. Out of all the students indicating that they were failing a class, more of them indicated that their teacher had spoken to them than any other answer.

Analysis by School							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
School	School 1	31.8%	6.2%	35.8%	15.7%	10.5%	100.0%
	School 2	28.6%	16.0%	26.7%	14.9%	13.8%	100.0%
	School 3	22.7%	7.8%	41.4%	20.0%	8.1%	100.0%
	School 4	26.9%	5.3%	38.6%	22.7%	6.5%	100.0%
Total	Number of Respondents	1,141	385	1,403	732	413	4,074
	Percentage	28.0%	9.5%	34.4%	18.0%	10.1%	100.0%

The answers varied by race/ethnicity. Asians and Caucasians had the highest rate of indicating that the question was not applicable to them. African Americans had the highest rate of indicating that their counselor had spoken to them if they were failing a class. Latinos had the highest rate of indicating that their teacher had spoken to them if they were failing a class. Students of mixed race/ethnicity had the highest rate of indicating that nobody had spoken to them if they were failing a class. Out of all the students indicating that they were failing a class, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor was selected the least.

Analysis by Race/Ethnicity							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
Race/ethnicity	White/Caucasian	37.5%	8.9%	29.5%	14.2%	9.8%	100.0%
	African American	25.8%	11.7%	34.0%	15.7%	12.8%	100.0%
	Hispanic/Latino	25.7%	9.3%	36.7%	19.0%	9.3%	100.0%
	Asian	38.4%	6.5%	30.6%	14.4%	10.2%	100.0%
	Other	29.9%	10.9%	25.4%	21.9%	11.9%	100.0%
	Mixed	22.4%	8.6%	29.3%	24.1%	15.5%	100.0%
Total	Number of Respondents	1,137	385	1,394	725	410	4,051
	Percentage	28.1%	9.5%	34.4%	17.9%	10.1%	100.0%

The answers varied by grade level. Twelve graders had the highest rate (36.4%) of indicating that the question was not applicable to them. Tenth graders had the highest rate (10.5%) of indicating that their counselor had spoken to them if they were failing a class. Eleventh graders had the highest rate (36.9%) of indicating that their teacher had spoken to them if they were failing a class. Ninth graders had the highest rate (20.1%) of indicating that nobody had spoken to them if they were failing a class. Out of all the students indicating that they were failing a class, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by Grade Level							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
Grade Level	9	26.5%	9.7%	35.4%	20.1%	8.4%	100.0%
	10	23.7%	10.5%	36.0%	18.6%	11.1%	100.0%
	11	28.7%	8.0%	36.9%	16.9%	9.5%	100.0%
	12	36.4%	9.3%	27.3%	14.6%	12.4%	100.0%
Total	Number of Respondents	1,138	385	1,400	732	412	4,067
	Percentage	28.0%	9.5%	34.4%	18.0%	10.1%	100.0%

The answers varied by GPA. Students with a GPA between 2.76-4.00 had the highest rate of indicating that the question was not applicable to them. Students with the lowest GPA had the highest rate of indicating that their counselor had spoken to them if they were failing a class. Students with a GPA between 1.76-2.25 had the highest rate of

indicating that their teacher had spoken to them if they were failing a class. Out of all the students indicating that they were failing a class, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by GPA							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
GPA	Don't Know	18.3%	11.4%	37.8%	21.1%	11.3%	100.0%
	0-1.75	10.2%	17.3%	36.2%	25.2%	11.0%	100.0%
	1.76-2.25	11.4%	12.0%	41.4%	21.9%	13.4%	100.0%
	2.26-2.75	24.4%	9.0%	36.8%	17.5%	12.3%	100.0%
	2.76-4.00	55.0%	4.2%	24.4%	10.2%	6.2%	100.0%
Total	Number of Respondents	1,122	379	1,373	721	408	4,003
	Percentage	28.0%	9.5%	34.3%	18.0%	10.2%	100.0%

If you failed a class in the past, who spoke with you?

A total of 4,048 students responded to this question. Students had the following answers to choose from: (a) not applicable, (b) counselor, (c) teacher, (d) nobody, and (e) counselor and teacher.

Of the respondents, 32.5% indicated that the question was not applicable to them. Of the remaining respondents, 11.3% indicated their counselor, 26.6% of them indicated their teacher, 20.8% indicated nobody, and 8.8% indicated their counselor and teacher had spoken to them when they failed a class in the past.

The answers varied by school. Students from School 2 had the highest rate (34.8%) of indicating that the question was not applicable to them. Students from School 2 had the highest rate (18.8%) of indicating that their counselor had spoken to them when they failed a class in the past. Students from School 3 had the highest rate (33.5%) of indicating that their teacher had spoken to them when they failed a class in the past. Students from School 3 also had the highest rate (25.5%) of indicating that nobody had spoken to them when they failed a class in the past. Out of all the students indicating that they had failed a class in the past, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by School							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
School	School 1	32.3%	7.4%	30.9%	20.1%	9.4%	100.0%
	School 2	34.8%	18.8%	17.8%	16.6%	12.0%	100.0%
	School 3	28.2%	7.4%	33.5%	25.5%	5.4%	100.0%
	School 4	32.1%	8.0%	29.5%	23.9%	6.5%	100.0%
Total	Number of Respondents	1,315	459	1,077	842	355	4,048
	Percentage	32.5%	11.3%	26.6%	20.8%	8.8%	100.0%

The answers varied by race/ethnicity. Asians had the highest rate (43.3%) of indicating that the question was not applicable to them. African Americans had the highest rate (14.2%) of indicating that their counselor had spoken to them when they failed a class in the past. Students of mixed race/ethnicity had the highest rate (31.0%) of indicating that their teacher had spoken to them when they failed a class in the past. Latino students, students of "other" race/ethnicity, and students of mixed race/ethnicity had the highest rates (22.8%, 22.5%, and 22.4%, respectively) of indicating that nobody had spoken to them when they failed a class in the past. Out of all the students indicating that they had failed a class in the past, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by Race/Ethnicity							
		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
Race/ethnicity	White/Caucasian	41.6%	9.7%	22.9%	17.2%	8.6%	100.0%
	African American	29.9%	14.2%	26.3%	16.7%	12.9%	100.0%
	Hispanic/Latino	30.2%	11.5%	27.5%	22.8%	8.0%	100.0%
	Asian	43.3%	7.4%	24.7%	13.5%	11.2%	100.0%
	Other	35.0%	11.0%	25.0%	22.5%	6.5%	100.0%
	Mixed	24.1%	10.3%	31.0%	22.4%	12.1%	100.0%
Total	Number of Respondents	1,310	458	1,069	836	357	4,030
	Percentage	32.5%	11.4%	26.5%	20.7%	8.9%	100.0%

The answers varied by grade level. Twelve graders had the highest rate (38.4%) of indicating that the question was not applicable to them. Twelve graders also had the highest rate (14.6%) of indicating that their counselor had spoken to them when they

failed a class in the past. Ninth graders had the highest rate (32.7%) of indicating that their teacher had spoken to them when they failed a class in the past. Ninth graders also had the highest rate (22.9%) of indicating that nobody had spoken to them when they failed a class in the past. Out of all the students indicating that they had failed a class in the past, more of them indicated that their teacher had spoken to them than any other answer. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by Grade Level

		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
Grade Level	9	29.4%	7.8%	32.7%	22.9%	7.1%	100.0%
	10	31.2%	11.5%	27.4%	20.7%	9.2%	100.0%
	11	33.7%	13.5%	22.2%	21.5%	9.1%	100.0%
	12	38.4%	14.6%	19.6%	16.5%	11.0%	100.0%
Total	Number of Respondents	1,315	458	1,074	842	356	4,045
	Percentage	32.5%	11.3%	26.6%	20.8%	8.8%	100.0%

The answers varied by GPA. Students with a GPA between 2.76-4.00 had the highest rate (59.9%) of indicating that the question was not applicable to them. Students with a GPA between 1.76-2.25 had the highest rate (20.7%) of indicating that their counselor had spoken to them when they failed a class in the past. Students with the lowest GPA had the highest rate (32.3%) of indicating that their teacher had spoken to them. Out of all the students indicating that they had failed a class in the past, more of them indicated that their teacher or nobody had spoken to them than the other answers. On the contrary, counselor and the combination of counselor and teacher were selected the least.

Analysis by GPA

		Responses					Total
		N/A	Counselor	Teacher	Nobody	Counselor & Teacher	
GPA	Don't Know	21.7%	13.2%	30.6%	24.8%	9.8%	100.0%
	0-1.75	15.0%	18.9%	32.3%	22.0%	11.8%	100.0%
	1.76-2.25	14.8%	20.7%	29.9%	22.8%	11.8%	100.0%
	2.26-2.75	34.5%	10.6%	24.1%	20.5%	10.4%	100.0%
	2.76-4.00	59.9%	4.4%	17.7%	12.5%	5.4%	100.0%
Total	Number of Respondents	1,295	453	1,054	826	354	3,982
	Percentage	32.5%	11.3%	26.5%	20.7%	8.9%	100.0%

How would you rate your school's counseling services?

A total of 3,991 students responded to this question. Students had the following answers to choose from: (a) very poor, (b) poor, (c) fair, (d) good, and (e) excellent.

Of the respondents, 10.7% indicated that the counseling services were very poor and 13.0% indicated that the counseling services were poor. Of the remaining respondents, 38.1% indicated the counseling services were fair, 30.4% of them indicated the counseling services were good, and 7.7% indicated the counseling services were excellent. The answer that received the highest selection rate was "fair". The tables below show the results by school, race/ethnicity, grade level, and GPA. Although the answers varied, the overall outcomes were the same.

Analysis by School							
		Responses					Total
		Very Poor	Poor	Fair	Good	Excellent	
School	School 1	7.6%	11.5%	35.6%	34.4%	11.0%	100.0%
	School 2	8.5%	10.2%	40.4%	33.2%	7.8%	100.0%
	School 3	13.4%	11.9%	31.9%	33.6%	9.2%	100.0%
	School 4	14.8%	18.4%	41.1%	21.8%	3.9%	100.0%
Total	Number of Respondents	428	518	1,521	1,215	309	3,991
	Percentage	10.7%	13.0%	38.1%	30.4%	7.7%	100.0%

Analysis by Race/Ethnicity							
		Responses					Total
		Very Poor	Poor	Fair	Good	Excellent	
Race/Ethnicity	White/Caucasian	8.6%	11.3%	35.3%	34.9%	9.8%	100.0%
	African American	9.1%	11.0%	40.6%	28.2%	11.0%	100.0%
	Hispanic/Latino	11.1%	13.4%	38.3%	30.5%	6.7%	100.0%
	Asian	7.7%	10.0%	37.8%	34.9%	9.6%	100.0%
	Other	14.5%	22.0%	37.0%	20.5%	6.0%	100.0%
	Mixed	25.0%	10.7%	35.7%	25.0%	3.6%	100.0%
Total	Number of Respondents	424	518	1,512	1,209	306	3,969
	Percentage	10.7%	13.1%	38.1%	30.5%	7.7%	100.0%

Analysis by Grade Level							
		Responses					Total
		Very Poor	Poor	Fair	Good	Excellent	
Grade Level	9	9.6%	10.3%	35.8%	35.4%	8.9%	100.0%
	10	11.1%	13.7%	39.5%	28.8%	6.9%	100.0%
	11	12.0%	14.7%	41.8%	25.9%	5.6%	100.0%
	12	10.6%	14.5%	35.6%	29.9%	9.4%	100.0%
Total	Number of Respondents	428	517	1,519	1,213	307	3,984
	Percentage	10.7%	13.0%	38.1%	30.4%	7.7%	100.0%

Analysis by GPA							
		Responses					Total
		Very Poor	Poor	Fair	Good	Excellent	
GPA	Don't Know	11.1%	12.5%	39.0%	29.9%	7.4%	100.0%
	0-1.75	15.7%	20.7%	33.1%	16.5%	14.0%	100.0%
	1.76-2.25	10.1%	16.0%	38.3%	28.8%	6.8%	100.0%
	2.26-2.75	12.3%	12.3%	38.3%	29.9%	7.1%	100.0%
	2.76-4.00	9.0%	12.2%	37.0%	34.4%	7.4%	100.0%
Total	Number of Respondents	420	508	1,497	1,201	296	3,922
	Percentage	10.7%	13.0%	38.2%	30.6%	7.5%	100.0%

Conclusions

The level of counseling services that students receive has a significant impact on students' outcomes. With this understanding, the Chicagoland Latino Educational Research Institute (CLERI) at Aspira Inc. of Illinois (ASPIRA) conducted a research project focused on identifying the challenges of the counseling services at four Latino plurality high schools within the Chicago Public Schools (CPS). For the research project, students from the four high schools completed a 55-question survey provided by CLERI. The findings from the survey were astounding.

The findings indicated that a significant percentage of the counselors at the four schools were not providing the basic services to students. However, the finding varied by school, race/ethnicity, grade level, and grade point average (GPA). Overall, the findings showed that the counselors from Schools 1 and 2 consistently provided more services to their students than counselors from Schools 3 and 4. Counselors from School 2 provided the most services. Counselors from School 4 provided the least services to their students. It should be noted that the counselor to student ratios at Schools 3 and 4 were significantly higher than at Schools 1 and 2. School 1 had the lowest counselor to student ratio (1:306) among the four high schools. School 4 had the highest counselor to student ratio (1:515) among the four high schools.

The findings by race indicated that Asian and Caucasian students consistently received more services from their counselor than the other racial/ethnic groups. Asian students received the most services. On the other hand, Latino students and students of mixed race/ethnicity consistently received less services from their counselor than the other racial/ethnic groups. Latino students received the least services from their counselor.

The findings by grade level indicated that ninth graders consistently received the least amount of services from their counselor while twelve graders consistently received the most services from their counselor. It should be noted that some questions were more relevant for eleventh and twelve graders. In addition, although the findings indicated that twelve graders received more services than other students, twelve graders also had the highest rate (51%) of indicating that their counselor was not accessible when they needed to see him or her. The findings by GPA indicated that students who did not know their GPA received the least services from their counselor and students who had a GPA between 1.76—2.25 received the most services from their counselor.

Regardless of the level of services, the majority of students rated their school's counseling services as fair or good. The answer that received the highest selection rate was "fair". The following are some highlights from the report.

- Forty percent (40%) of the students had not met with their counselor by the time they completed the survey, which was from late winter through late spring of the

school year 2001-2002. Fifty-six percent (56%) of students from School 3 and 49% of students from School 4 had not met with their counselor. Latino students and students of mixed race/ethnicity had the highest rates (both 43%) of not having met with their counselor while Asian and Caucasian students had the lowest rates (28% and 30%, respectively). Fifty-seven percent (57%) of ninth graders had not met with their counselor compared with 13% of the twelve graders. Forty-nine percent (49%) of students who did not know their GPA had not met with their counselor.

- Twenty-seven percent (27%) of the students had never met with their counselor since entering high school. Students from Schools 3 and 4, Latino students and students of mixed race/ethnicity, ninth graders, and students who did not know their GPA had the highest percentages indicating they had not met with their counselor since entering high school.

- Forty-two percent (42%) of the students indicated that their counselor had given them information regarding their graduation requirements. Sixty-six percent (66%) of students from School 2 indicated their counselor gave them the information. However, the percentages from the other schools were over two times lower, ranging from 24% to 38%. Twelve graders also selected their counselor at the highest rate (64%) while ninth graders selected their counselor at the lowest rate (24%) among the grade levels.

- Thirty percent (30%) of the students indicated that their counselor had helped them with their course selection. Twelve graders had the highest rate (50%) of indicating that their counselor had helped them than students from other grade levels. Students who did not know their GPA had the lowest rate (27%) of indicating that their counselor had helped them than the other students.

- Nineteen percent (19%) of the students responded that their counselor had informed them about Advanced Placement (AP) or Honors classes. Latino students and students of mixed race/ethnicity reported the lowest rates (17% and 16%, respectively) of selecting their counselor compared to the other racial/ethnic groups. Twelve graders reported of highest rate (25%) of selecting their counselor while ninth graders had the lowest rate (15%).

- Twenty-seven percent (27%) of the students indicated that their counselor had provided them with information about their options after graduating from high school. Students from School 2 had the highest rate (43%) of indicating their counselor gave them the information. Latino students and students of mixed race/ethnicity reported the lowest rates (25% and 23%, respectively) of selecting their counselor compared to the other racial/ethnic groups. Twelve graders reported the highest rate (46%) of selecting their counselor while ninth graders had the lowest rate (15%). Students who did not know their GPA selected their counselor at the lowest rate (22%).

- Twenty-eight percent (28%) of the students indicated that their counselor had given them information about ACT or SAT preparation courses and ACT or SAT examination test dates. Thirty-nine percent (39%) of the eleventh graders and 62% of the twelve graders selected their counselor.

- Twenty-five percent (25%) of the students indicated that their counselor had given them information about going to college or university. Latino students reported the lowest rate (23%) of selecting their counselor and Asian students reported the highest rate (40%). Twenty-eight percent (28%) of the eleventh graders and 50% of the twelve graders selected their counselor. Students who did not know their GPA selected their counselor at the lowest rate (20%).

- Twenty-one percent (21%) of the students indicated that their counselor had given them information about financial aid for college or university. Latino students and students of mixed race/ethnicity students reported the lowest rates (19% and 16%, respectively) of selecting their counselor and Asian and Caucasian students reported the highest rates. Twenty-five percent (25%) of the eleventh graders and 47% of the twelve graders selected their counselor. Students who did not know their GPA selected their counselor at the lowest rate (14%).

Recommendations

The findings from CLERI's research project focusing on counseling services clearly demonstrate that students were not receiving the level of services that they should have received during the school year. The findings clearly indicate that the level of services from school to school differed. Nevertheless, School 2 consistently outperformed the remaining three schools. Schools 3 and 4 rated the worst in terms of level of service. In addition, the findings clearly demonstrate that Asian and Caucasian students, twelve graders, and students who had a GPA between 1.76—2.25 consistently received the most services from their counselor when compared to other groups. On the other hand, Latino students and students of mixed race/ethnicity, ninth graders, and students who did not know their GPA consistently received the least services from their counselor when compared to other groups.

The student focus groups supported the findings that students were not receiving adequate counseling services. Furthermore, most ninth graders and tenth graders did not even know who their counselor was and did not know the type of services they should be obtaining from counselors. It was apparent that there was a lot of confusion between the responsibilities of the counselors and advisory teachers. Most students thought that their counselor could only assist them with dropping or changing classes. On the other hand, most students thought that their advisory teachers could assist them with all other support services (i.e. college or university search and financial aid assistance).

The results from the surveys and focus groups are alarming especially since students completed the surveys at the end of their first semester or middle of second semester. By that time, all students should have met with their counselor at least once and received support services. The problem worsens as the student body and counselor to student ratio increases. On average, there are five counselors at schools with a student enrollment exceeding 1,500. To worsen the situation, most of the counselors from all the schools reported that they did not have a job description, principals did not truly understand what their role was at the school, and there was inadequate communication between departments. Most important, the majority of them performed tasks unrelated to their job at high rates, which takes time away from students. Also, the majority of the counselors reported that they had no privacy with their students.

In light of the feedback from students and counselors, CLERI recommends the following to address some of the challenges in the counseling services:

- *Counselors should be assigned to students from only one or two grade levels.* It would be more effective than the counselors serving students from all grade levels. The findings indicate that the majority of ninth graders and a large percentage of tenth graders have never met with their counselor (56.9% and 44.4%, respectively). In order to ensure that all students receive the proper

services, assigning counselors to students by grade level could work very effectively. Also, students, from the time they enter high school, would feel that they matter and their needs are being met by their counselors.

- *Students must be informed of the responsibilities of their counselors and counselors must be provided with a clear and comprehensive job description.* One of the major challenges is that no one really knows the counselors' scope of services. Thus, it is imperative to include an explanation of the responsibilities of counselors at all orientations and/or the first day of advisories. It is also imperative that counselors present themselves to all students and that they make the presentation of their services to the student body. Also, all counselors must have a job description in order to have a clear understanding of all the services they are required to provide to students.

- *Counselors must be completely relieved from duties that are not related to their work.* One reason why counselors do not meet with all of their students is that they perform duties completely unrelated to their work such as hall monitoring, administering standardized tests and performing clerical work. Schools must find other individuals to perform those duties.

- *Schools must find additional resources to hire more counselors.* Counselors have unreasonably high student caseloads, which hinder the level and quality of services to students. Although many schools are financially strapped, they have to increase their efforts to obtain more resources specifically for counseling services.

- *Schools must analyze the quality of the space provided to the counselors.* Although most counselors did not complain about space, they did complain that they could hear the conversations other counselors had with their students because the walls were too thin. If students can hear the counselor in the next office speaking with another student, many of them may not be willing to talk about the major personal or academic problems they face with their counselors because they do not want others to hear. Privacy is a very important issue and contributes to the level of confidence a student has with their counselor.

- *The role of advisories must be re-examined.* Schools should clarify the role of the advisories. The counselors and teachers should be consistently involved in the planning of advisories. Advisory programs need to be comprehensive. A student needs assessment should be conducted to ensure that students are receiving services that they need.

- *Communication between counselors, teachers, and administrators must be improved.* For counselors to obtain a better understanding of their students' needs, there must be a constant dialogue with teachers. Counselors and teachers must work together to help students progress. Administrators and teachers must

have a clear understanding of the responsibilities of counselors and support and/or work with them.

- *Counselors must receive more professional training and development.* Counselors are often limited to the number of training seminars they can attend per year. For students to receive quality counseling services, they need to have counselors that are well-trained to perform their job and are constantly improving themselves.

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Organization/Address: Chicagoland Latino Educational Research Institute (CLERI) Aspira Inc. of Illinois; 2435 N. Western Avenue; Chicago, IL 60647	Telephone: (773) 252-0970 FAX: (773) 252-0994
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